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ABSTRACT

This report describes a three-year study of the changes that occurred at Brown Middle School in Hamilton County, Tennessee after it was converted from a junior high school to a middle school in 1974. Part 1, which constitutes most of the report, describes the background and rationale for the changeover, outlines the evaluation procedures and instruments used in the study, and summarizes the evaluation data based on assessments of teacher attitudes and attendance, parent attitudes, and student attendance, discipline, and achievement. Part 2 presents a more detailed analysis of data on student achievement, student attendance, student discipline, and parent attitudes. Part 3 offers a list of suggestions for those planning to start a middle school program, based on the experience of Brown Middle School. (JG)

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A THREE YEAR STUDY OF BROWN MIDDLE SCHOOL
1974 - 1977

ED147927

(A Longitudinal Study of a Middle School
in Hamilton County, Tennessee)

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FORWARD

In June, 1974, the Hamilton County Board of Education approved the conversion of Brown Junior High School to Brown Middle School.

The data reflected in this study covers the first three years of this school's operation. It is an attempt to measure and report the changes that occured at Brown Middle School.

Special thanks is due to the teachers and staff at Brown Middle School for their support, cooperation and assistance during the program's development. A special word of praise is due Dr. Dale Carter, Dr. Henry Colston, Mr. Larry Malone, Mr. Jerry Bently, Mrs. Carolyn Edlund, Mr. Delbert Hale, Mrs. Shelby Watson and Mr. Don Beard for their leadership and effort in the program development of this school.

The writers also wish to thank the Middle Tennessee State University Research Committee for financial assistance and Susan Robinson and Jackie England for typing and proofing assistance.

Jerry C. McGee
Earl E. Keese
Robert Krajewski

July 1, 1977

BACKGROUND

In the past few years, the American Middle School has progressed rapidly from an emergent entity to a visible trend. Middle schools initially appeared in the latter 1950s; by 1960, there were approximately 100 middle schools; in 1968, over 1000; and in 1975, more than 4000. At that time, each of the 50 states had middle schools in operation, the majority of which (about 60%) favored the 6-8 grade pattern. At the time of this writing there are over 5000 middle schools. Florida, for example, now has more middle schools than junior highs. Today -- more than ever -- the emphasis of middle schools continues and their importance is recognized throughout the country.

The roots of today's middle school were clearly planted in the 8-4 and 6-3-3 patterns of organizing schools that developed in American public education over the years. Neither of these patterns seemed appropriate to some educators, and in particular not to Alexander (the father of middle schools), who at the summer, 1963 junior high school conference, Cornell University, proposed both a new middle school and organization. He recommended that a child's formative years (between 11 and 14) should be handled in a transitional setting rather than in regimented, departmentalized junior high-high school systems.

Thus, from such early seeds grew the pattern and organization of today's middle school, differing from its junior high predecessors in foci and ideas, such as:

1. Individualization of instruction.
2. Flexible, continuous-progress curriculum and instruction system.
3. Emphasis on intramurals with broader student participation in athletics.
4. Emphasis on values, leadership, enrichment and exploration.
5. New utilization of support services (Guidance, library, etc.).
6. Emphasis on team teaching (Interdisciplionary and Related Arts).
7. Curriculum expansion through exploratory programming.

Due to the rapid spread of the middle school idea, communications have increased both regionally and nationally. The National Middle School Association was founded in 1973, from the Midwestern Middle School Association. It has actively grown to include a national conference yearly. The official publication, the Middle School Journal, first appeared in 1970 as the Journal of the Midwestern Middle School Association.

Other national organizations quickly realized the importance of the middle school concept. Association for Supervision and Curriculum Development (ASCD) established a Council on the Emerging Adolescent Learner in 1969. In 1974, the ASCD Executive Council appointed a working group on "The Middle School and Emerging Adolescent Learner"; that group produced a 1975 position paper report, "The Middle School We Need," with leadership recommendations for effective middle school programs. Preceding the last few ASCD national conferences, two-day "National Middle School Leadership Seminars were held, sponsored, in part by the National Middle School Association, ASCD, and others.

States too, are increasing communications and planning for continued expansion and improvement of middle school concepts. Evidence of this is

shown by the fact that many states have formed associations. The Florida League of Middle Schools has over 150 member schools, sponsors an annual meeting, and regularly publishes a newsletter. Tennessee has also been active in promoting the middle school concept. The Tennessee Association of Middle Schools was officially formed in the spring of 1976, and actively supports and serves the middle school concept throughout Tennessee by meetings and a journal (the TAMS Journal was initiated in summer, 1976). Tennessee now has over forty middle schools with a TAMS membership of over 260 members. The Tennessee State Department of Education has named a Director of Middle Grades and the Tennessee Education Association endorsed middle schools in its legislative platform of 1976-1977.

TESTING MIDDLE SCHOOL HYPOTHESES

The rapid expansion of the middle school movement throughout the United States strongly suggests there is substance to the middle school program. This study attempted to gather data on a new middle school program over a three year period, 1974-1977. Where it was possible, the data was tested against the following middle school hypotheses:[1]

1. That teacher attendance will be equal to or greater than attendance in a junior high school.
2. That average daily attendance of middle school pupils will be equal to or greater than attendance of junior high school students.
3. That student discipline cases will be equal to or less than pupil discipline cases in a junior high school.
4. That parent attitudes will be equal to or more favorable than parent attitudes toward a junior high school.
5. That student attitudes will be equal to or more favorable than student attitudes in a junior high school.
6. That student achievement on standardized test scores will be equal to or better than student achievement test scores in a junior high school.
7. That former middle school student grade point averages in the first semester of high school will be equal to or better than grade point averages of students from junior high schools.
8. That materials, activities, course and program development will be equal to or greater than that of a junior high school.
9. That program and school communications with the community, parents, feeder and receiver schools will be equal to or greater than that of a junior high school.
10. That teacher attitudes toward school organizational design, programs and students will be equal to or more favorable than teacher attitudes in a junior high school.
11. That curriculum expansion and flexibility will allow equal or greater individual student choices in the learning process than student choices in the junior high school.

---

[1]Jerry C. McGee, "Testing Middle School Hypotheses," The Educational Catalyst (Vol. V, No. 3; Fall, 1975), pp 175-179.

SETTING THE STAGE

Hamilton County, Tennessee, school personnel became aware of the necessity to better provide for the needs of the student age population 10-14 and began seriously considering middle school implementation in the county in 1973. It was decided that J. B. Brown Junior High School, located just outside the Chattanooga City limits, would be the designated site of the middle school to be. Brown Junior High School was a typical junior high -- with approximately 800 scholastics and 38 teachers. The physical school plant itself consisted of 3 circular buildings, which, with modifications could allow for open-space design. It housed grades 7-9, and was, an average junior high school with traditional grouping, curriculum, and the like.

Thus Brown Junior High School was to be the target site for the grant project.

PLANNING

Plans were prepared for a grant initiation for a Title III, ESEA, P.L. 89-10. The grant was submitted and approved; it was, basically, a three year appropriation, renewable each year, from the 1974-1975 school year through the 1976-1977 school year. Once the grant was approved, the administration began following necessary preparations and a permanent planning committee was appointed, whose main responsibilities included the search for answers to questions such as:

1. What is a middle school.
2. Why is Hamilton County changing to the middle school organization?
3. How will this program be communicated to parents, students and feeder and receiver school personnel?
4. What will the program include?
5. How will the teachers be prepared for this program?
6. What is team teaching?
7. What is an interdisciplinary team?
8. What is individualized instruction?
9. How will the program provide for intramural athletics, gifted children, special education, reading and the like?
10. How will guidance and counseling services be provided?
11. Will students change classes; if so how and when?

Brainstorming was a top priority once the administrative team began planning in earnest. Once ideas were formed, the planning team, led by Dale Carter, Henry Colston and Larry Malone charted a deliberate course. Staff leadership changes occured in 1975 and Jerry Bentley became project director and Delbert Hale became the school principal.

Throughout this period the project leadership realized that the change-over from "junior high" to "middle school" must be planned thoroughly,

for ideas such as interdisciplinary team teaching, individualized instruction, and flexible, continuous progress curriculum and instruction systems were not familiar to most parents, children, and even to some teachers.

More important to the planners was the question of acceptance of these concepts by parents, children, and teachers once they became knowledgable concerning these concepts. Parents and others were informed. They accepted mildly, at first. Brown Junior High teachers were informed and asked if they wished to participate as middle school faculty; other faculty in the district were asked as well. The local media were oriented to the forthcoming change and several newspaper articles and television reports soon provided the public with information about the new program. Parent meetings also were conducted in community homes to explain the program. A PTA open house at Brown School was devoted to a discussion of the program.

Throughout the process, effective leadership was evident. Soon, teacher commitment was garnered; a "we agree" workshop was held in which a new philosophy was formed for the middle school. Examples of the "we agree" statements completed are as follows:

(a) For Students -- We agree that the best conditions for learning occur when we recognize that students are unique due to their transitional roles with special characteristics, interests, and needs; therefore, we shall strive to understand each student's learning pattern in the areas of individual development. We shall provide opportunities for the student to work toward his potential in each area through a variety of learning activities and the use of multi-media.

(b) For Curriculum -- We agree that the best conditions for learning occur when the curriculum is developed for the student by the teacher and student and is reinforced by the community. The curriculum is a dynamic process providing for the varied needs and interests of the student equipping him for everyday living. Therefore we will plan a curriculum which will provide freedom within a structured environment and is subject to periodic evaluation, and revision.

Curriculum and instruction guidelines also were formed, and a course of action determined for implementation of all these within the operation of the middle school.

An outside consultant, Dr. Jerry C. McGee, was assigned for assistance with development and implementation of plans for the middle school project. Other specialized consultants were obtained for assistance with curriculum, instructional techniques, outdoor education, gifted education, special education, mathematics, science, social studies, and reading. The consultant/advisor (McGee) was employed for the duration of the project.

Preschool workshops were effected -- to include university courses offered to the teachers on middle school history, operation, curriculum, instructional strategies and the like; team designation and planning, human relations; values clarification training, and other orientation activities.

SYSTEM WIDE SUPPORT

The Board of Education, Hamilton County, demonstrated commitment to the program from the very beginning. They provided the necessary funds as

well as support in planning the program. Special funds were set aside to assist in planning the Brown Middle School program. Monies were provided for teacher workshop planning, materials and equipment purchases, travel for site visitations, consultant services, carpeting for open space areas within the building, and the like. Support assistance was multifold; numerous central office professional personnel were involved in the planning, to include the superintendent, several assistant superintendents, supervisors and special services personnel. Additional specialized personnel assisted with testing in reading and other areas. Central office permission to remove walls in instructional areas was granted readily and help was provided in this task by the county maintenance department.

Consultants, students, teachers and parents worked separately and together in preparation for the middle school. All logged many volunteer hours. The dissemination of positive information concerning the program was a concerted effort.

J. B. Brown Junior High School opened its doors in September, 1974, as Brown Middle School, a school for transescent learners (grades 6-8), the first of its kind in the Hamilton County School System.

HOW IT OPERATES

In the first year of operation, the school instructional staff was divided into six teams, consisting of one team for the 6th grade, two each for the 7th and 8th grades, and a related arts team. Each team had ample planning time daily. In the 6th and 7th grades, teams consisted of a teacher from five disciplines (language arts, reading, mathematics, science, and social studies) with a resource teacher for each team. Eight grade teams were the same except for reading. Team planning time was alloted each day for activities such as:

1. Grouping of students.
2. Parent Conferences.
3. Instructional methods and organizational discussions.
4. Student Conferences.
5. Scheduling (school and team).
6. Interdisciplinary unit content discussion and planning.
7. Student academic performance evaluation.
8. Materials swap-shop discussion.
9. Curriculum analysis and updating.
10. Students involved in program planning.

Related Arts

The related arts team probably experienced the greatest organizational shock. The idea of blending music, home economics, industrial arts, physical education, art, typing and spanish called for extended discussions, planning and creativity. The related arts team accepted the challenge and evolved into a real team with some exciting interdisciplionary units and a team

BROWN RELATED ARTS TEAM SCHEDULE

8:30 - 8:40							
8:40 - 9:00	← 7-B 7 Weeks Each →						
9:00 - 9:20	Home Ec.	Art & Crafts	Me. Dr. Ho. Main.	Gen. Music	Typ.	Reading 8-B	
9:20 - 9:40	← 8-A Elective - 1/2 Year →						→
9:40 - 10:00	Home Ec.	Art & Crafts	Me. Dr. Gen. Shop	Chorus	Typ.	Art & Crafts	Spanish
10:00 - 10:20	← 8-B Elective - 1/2 Year →						→
10:20 - 10:40	Home Ec.	Art & Crafts	Gen. Shop Me. Dr.	Chorus	Typ.	Art & Crafts	Spanish
10:40 - 11:00		7-A 7 Weeks Each					
11:00 - 11:20	Home Ec.	Art & Crafts	Me. Dr. Ho. Main.		Typ.	Reading 8-B	Gen. Music
11:20 - 11:40			P.E. 8-A	Band			P.E. 8-A
11:40 - 12:00							
12:00 - 12:20							
12:20 - 12:40	← 6th Grade 6 Weeks Each →						→
12:40 - 1:00	Intro. to Home Ec.	Art	Intro. to Shop	Gen. Music	Typ.	Crafts	Spanish French
1:00 - 1:20				Band		Reading 8-B	
1:20 - 1:40							
1:40 - 2:00							
2:00 - 2:20			2:10 P.E. 6th				2:10 P.E. 6th
2:20 - 2:40							
2:40 - 3:00	----------	EXPLORATORY					
3:00 - 3:20							
3:20 - 3:30							

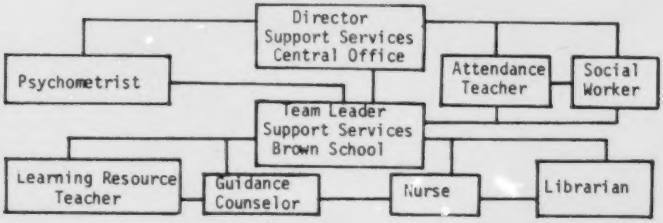
schedule that accomodated the various disciplines in the team and other teaching teams.

Support Services

A support services team emerged which included the counselors, school nurse, librarian, resource teachers, a social worker, the attendance teacher and a psychometrist. Part of this team served more than one school or the school system. This team moved to communicate to the teaching teams services available. This was done through team planning time, faculty discussions and written communications.

This team also worked directly with interdisciplionary units being planned and presented by teaching teams and planned for exceptional children (EMR, LD, gifted) in the school.

Support Services Team
Organizational Chart



Typical School Schedule

Typical schedules are shown for the first year of operation for interdisciplionary and related arts teams. These schedules were modified and reworked based on operational experience and unique school needs for the second and third years of operation.

A second middle school in Hamilton County (Ooltewah) participated in the schedule planning for the second year of operation. Ooltewah Middle School staff and teachers listened and built their school schedule based on the experience of Brown.

Exploratory Program

The exploratory program was scheduled during the last hour or so of the school day. During the first year of operation the students reported back

BROWN MIDDLE SCHOOL SCHEDULE

	6TH GRADE	7TH GRADE (A)	7TH GRADE (B)	8TH GRADE (A)	8TH GRADE (B)
8:30 - 8:40	HOME	BASE	HOME	BASE	
8:40 - 9:00	BASIC SKILLS	P.E. #1	RELATED ARTS	BASIC SKILLS	BASIC SKILLS
9:00 - 9:20					
9:20 - 9:40		P.E. #2	BASIC SKILLS	RELATED ARTS	
9:40 - 10:00					
10:00 - 10:20		BASIC SKILLS	P.E. #1	BASIC SKILLS	RELATED ARTS
10:20 - 10:40					
10:40 - 11:00		RELATED ARTS	P.E. #2		BASIC SKILLS
11:00 - 11:20					
11:20 - 11:40		BASIC SKILLS	BASIC SKILLS	P.E. #1	
11:40 - 12:00					
12:00 - 12:20				P.E. #2	
12:20 - 12:40	RELATED ARTS			BASIC SKILLS	P.E. #1
12:40 - 1:00					
1:00 - 1:20	BASIC SKILLS				P.E. #2
1:20 - 1:40					
1:40 - 2:00	P.E. #1 2:10				BASIC SKILLS
2:00 - 2:20	P.E. #2				
2:20 - 2:40					
2:40 - 3:00	EXPLORATORY				
3:00 - 3:20					
3:20 - 3:30	HOME BASE				
3:30 - 3:35	DISMISSAL				

to their home base before dismissal. This was modified during the second year to allow for dismissal directly from exploratory.

The following are some examples of exploratory courses offered during the first year (1974-1975) at Brown Middle School. Some courses were three week and others were six week courses.

EXAMPLES

BROWN MIDDLE SCHOOL
EXPLORATORY COURSE DESCRIPTIONS

→ 3-Week Courses Feb. 17 - Mar. 7;
Mar. 10 - Apr. 4, 1975

Adventures in Personal Grooming - Mrs. Baird

A course designed to enlighten girls in personal grooming techniques relating to diet and hair, skin, and nail care. Modeling and photoposing will be a major portion of the class. Twenty students may participate.

Applique - Mrs. Grant

This will be the art of creating wall hangings with the use of burlap, scrap material, glue, and yarn. Materials needed are burlap, scrap material, yarn, yarn needle and glue. Class is limited to no more than 20.

Archery - Mr. Grant

This will be a course for twenty 7th and 8th graders. There will be a fee of 50¢.

Basketball Fundamentals - Mrs. Dunn
(for 6th grade)

The girls will learn the fundamentals of girls basketball -- the rules and individual techniques used in team play.

Boating Safety - Mr. Atchley

Rules of the road, seamanship, and boat handling will be taught. A certificate and patch will be issued upon successfull completion of course. 20 will be accepted.

Bowling - Mr. Middleton

The student will learn basic techniques in bowling -- covering approach or address, delivery and scoring.

→ 6-Week Courses Feb. 17 - Apr. 4, 1975

Geometric String Art - Mrs. Kidd and Mrs. Clemons

Geometric designs will be constructed using thread or yarn. In addition

to the thread or yarn, you will need scissors, compass, protractor, cardboard and a ruler. You will be required to construct five minor projects and one major project.

Enrollment is limited to 35 eighth grade students.

Gymnastics (6th Grade) - Mr. Lewis

Sixth grade students will learn basic exercises and movements on the following: side horse and long horse vaulting; parallel and uneven parallel bars; floor exercise; tumbling; and balance beam.

Hunter Safety - Mr. Hale

This course is designed to incorporate the three basic areas of hunter safety; knowledge, skill, and attitude. Sportsmen with a positive and safe attitude is the main goal. The class will be open to 35.

Leather Crafts - Mrs. Blankenship and Mrs. Rutledge

The course will begin with braiding simple articles such as lanyards, bracelets, necklaces and belts. Materials will be provided at a nominal cost for the beginning projects. Other projects will be determined by student interest.

Needlepoint and Crewel Embroidery - Mrs. Highlander and Mrs. S. Davis

In this course we will teach the fundamental stitches of either needlepoint or crewel embroidery. The student will purchase a kit from a variety store, K-Mart, or a craft shop. You may choose to make a picture, pillow, chair cover, pin cushion, etc. This course will be open to 25 students.

Newspaper - Mrs. Bruner

We will prepare, publish, and sell a school newspaper. Many jobs go into producing a newspaper; we will need students to serve as reporters, writers, editors, printers, layout artists, advertising salesmen, and circulation managers. This is the REAL thing.

Rug Hooking - Mrs. Hughes

Students will be designing and making a simple rug. The cost will be about $2.50.

Advanced Square Dancing - Mr. Monroe

All those who are now taking Square Dancing plus anyone who can demonstrate to Mr. Monroe their ability to blend in to the present group may join.

Feeder And Receiver Schools

The school staff developed strategies for communication and orientation for feeder school teachers, students and parents and receiver school teachers.

Among the strategies used by the program staff were the following:

1. System wide in-service presentations.
2. Invite parents and students from feeder schools to visit Brown.
3. Visit feeder schools to make presentations of what Brown Middle School will be like. Brown students were used in these presentations.
4. Visit parent homes to meet with small numbers of parents - cluster or neighborhood type meetings.
5. Open houses at Brown by team and by school.
6. Newspaper and television reports.
7. Principal to principal and counselor to counselor communication.
8. Opportunities for feeder and receiver teachers and high school department heads to visit Brown.
9. Special printed materials and brochures on the Brown program.
10. Request for student aides from the high school (receiver school). These students helped teachers, earned high school credit and improved communication.
11. Articles in the high school newspaper.

The above listing is not inclusive, but only serves as examples of the type and range of activities used.

The Curriculum

Prior to the 1974-1975, school year, Hamilton County did not have written curriculum guides. During the first year of program operation at Brown Middle School tremendous progress was made in the development of curriculum guides, interdisciplionary units, learning activities and the like. The goal of the school was to develop a wide range of easily accessible instructional materials and a variety of choices for the students.

Each team, including the related arts team, planned and implemented an interdisciplinary unit each school quarter during the first year. Many teams culuminated these units with a special program or presentation, display in the materials center, field trip or the like.

The following are examples of learning activities developed during the first year:

1. LAP's (teacher made)
2. Kits on different levels (teacher made).
3. Learning center activities.
4. Listening station activities (tape).
5. Teaching bulletin boards.
6. Games.
7. File folder (learning centers).
8. Filmstrip centers.

Special attention was paid to independent study activities for all children. The following are some first year examples of independent study activities developed at Brown Middle School:

1. Special projects (student selected and teacher assigned).

2. Filmstrips (pleasure and informational).
3. Oral reading by teacher to class.
4. Cassette tapes (pleasure and informational).
5. Oral group discussions.
6. Worksheets for discipline studies.
7. Games (learning activities)
8. Tutorial work by teachers and/or students.
9. Research (student selected and teacher assigned).
10. Pleasure reading.
11. Creative dramatics.

A weekly report on team planning time was sent to the principal's office and a progress report was distributed to the school faculty several times during the year. Examples are attached.

EVALUATION

A six member Evaluation Committee investigated the Brown Middle School program and fulfillment of program objectives during separate spring visits in each of the past three years, 1974-1977.
The Committee included:

Jerry C. McGee, Chairman 1974-1977	Dean of Continuing Education Middle Tennessee State University Tennessee
Stuart Berkley 1974-1976	Professor of Education Southern Missionary College Tennessee
Earl E. Keese 1974-1977	Associate Professor of Mathematics Middle Tennessee State University Tennessee
Robert Krajewski 1974-1976	Associate Professor of Education Texas Tech University Texas
Brenda Manning 1974-1977	Curriculum Intern Knox County Schools Tennessee
David Tilley 1974-1976	Assistant Principal Cobb County Schools Georgia

The Evaluation Committee viewed the total school program and presented an oral exit report along with a written report each year. The following is a presentation of the combined reports by the Committee, on Brown Middle School

for the years, 1974-1977. Data, conclusions and recommendations are presented for each of the three years.

Objectives

The Committee had the following major objectives during each of the three visits, 1974-1977:

1. To evaluate and rate on a scale the degree of first year "Terminal performance objectives" as well as second and third year "objectives" as identified in the Title III, E.S.E.A., P.L. 89-10 proposal.
2. To seek to determine the overall success of the program.
3. To judge the degree of support from the Hamilton County Central Office and Board of Education.
4. To judge the degree of community, student and faculty support for the program throughout the duration of the project, as well as into the future.
5. To compare this school with other middle schools.
6. To identify strengths and weaknesses and make recommendations to the project staff and the Board of Education.

Procedures

Procedures used by the Committee during the visits included:

1. Slide and tape orientation.
2. Interview faculty.
3. Interview staff and principal.
4. Interview students.
5. Visit classrooms (interdisciplionary, related arts, and exploratory).
6. Sit in on parent-teacher team meeting.
7. Sit in on student-teacher team meeting.
8. Interview middle school coordinator from the Central office.
9. Review data requested by the Committee.
10. Review materials, programs, schedules and guides developed by the school.
11. Interview team and activity leaders.
12. Review teacher and parent questionnaire results.
13. Visit and interview principal and teachers, during second year, of Ooltewah Middle School (Hamilton County).
14. Attend in-service meeting at Brown.
15. Sit in on team planning sessions.
16. Full and complete discussion by Evaluation Committee.
17. Exit oral report to school and staff.

Data Not Available

All data, within reason, requested by the Evaluation Committee was available.

General Impressions By The Evaluation Committee

1. All discussions were frank and honest.
2. All school data and staff were completely available.
3. The central office staff was fully supportive and avaiable to the Committee.
4. Major program conclusions can be documented.
5. Brown has made an honest attempt to become a modern middle school.

Evaluation Scale

The following evaluation scale reflected the Evaluation Committee's judgement of the degree of first, second and third year "Terminal Performance Objective" implementation at Brown Middle School.

Each stated procedure, strategy and activity was rated on the evaluation scale. An average was then taken to indicate the degree of objective implementation. Finally, an overall average was taken to reflect the degree of success for the total project, 1974-1977.

Evaluation Scale Used

No Implementation	= 0 points
Limited Implementation	= 2 points
Average Implementation	= 4 points
Strong Implementation	= 6 points
Fully Implemented	= 8 points

The Scale Was Shown As

None	Limited	Average	Strong	Fully
0	2	4	6	8

The Average Was Shown As

Average #1. _____ (or)
Overall Rating _____.

TABLE I
EVALUATION OF OBJECTIVES
FOR FIRST YEAR, 1974-1975 BROWN MIDDLE SCHOOL

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
1. Within one year the number of courses at Brown Middle School will be reduced from 16 to 3 large content clusters - arts, sciences, and humanities which includes the basic academic area. (1974-1975) Average #1. 7.00	1. Include all levels of school staff in program design and development. 2. Examine research data on similar organizational patterns, curriculum and pupil personnel services. 3. Draw on expertise of Central Office Administrative-Supervisory Staff in programming for reduction of proliferation of courses. 4. Involve consultants in program design to accomplish larger bodies of knowledge and establish boundaries for middle school students. 5. Form interdisciplinary teams to work within the three large program areas. 6. Release time for staff for planning and developing appropriate materials.	1. None 0 / Limited 2 / Avg 4 / **Strong 6** / Fully 8 2. None 0 / Limited 2 / **Avg 4** / Strong 6 / Fully 8 3. None 0 / Limited 2 / Avg 4 / Strong 6 / **Fully 8** 4. None 0 / Limited 2 / Avg 4 / Strong 6 / **Fully 8** 5. None 0 / Limited 2 / Avg 4 / Strong 6 / **Fully 8** 6. None 0 / Limited 2 / Avg 4 / Strong 6 / **Fully 8**

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
2. Within the school year 1974-75 staff will develop 10 multiple entry and exit points and 3 mini courses for each of the 3 large bodies of instruction for middle school students (grades 6-7-8) enrolled at Brown. (1974-1975) Average #2. 6.50	1. Staff will classify and code the levels of entry by number for the purpose of identifying the various entry points at which students may enroll. 2. Staff will classify and code the exit levels at which students may complete a program unit. 3. Staff and consultants will develop and sequence 3 mini courses for the 3 large curriculum areas. 4. With each activity or mini course the staff will develop for student use a general overview of the entry and exit levels of each body of instruction.	1. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8 2. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8 3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 4. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8
3. Staff will develop within the first year one set of guidelines which will assist students to select, for independent study, from the 10 entry-exit levels developed for the 3 large bodies of the curriculum. (1974-1975) Average #3. 4.80	1. Teams of staff will develop guides logically sequenced for all entry-exit levels. 2. Students will follow the guide to determine its effectiveness in assisting them to make choices and to understand the various levels. 3. Students will choose and pursue independent study for portions of their scheduled time as described in the course guides. 4. Staff will develop a methodology, procedure, or strategy for integrating Career Education concepts in the core and exploratory activities within the open access concepts.	1. None 0 | Limited 2 | Avg (4) | Strong 6 | Fully 8 2. None 0 | Limited (2) | Avg 4 | Strong 6 | Fully 8 3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
3. Continued.....	5. Staff will demonstrate, using one selected career concepts, how Career Education can be integrated in the overall curriculum.	5. None 0 | Limited 2 | Avg (4) | Strong 6 | Fully 8
4. By the close of the school year the staff will develop for each grade level a program of 10 learning activities which have been individualized and programmed in each of the basic areas of computation, science, and communication skills. (1974-1975). Average #4. 7.67	1. Consultants will assist staff to organize or arrange learning or interest centers using materials, supplies, and equipment which exists, recommending purchases of new materials, etc., or through developing their own.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	2. Ten learning packets or other sequenced learning materials in the basic areas of reading, math, languages, and science will be provided for each grade level.	2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	3. Students will be introduced to independent study programs, the use of supplementary materials such as learning packets, exploratory materials, etc.	3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	4. Staff as teams will evaluate the needs of students. Individual achievement, interests, talents, physical and intellectual capabilities using available information from all sources will be used in individualizing instruction and services.	4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	5. Exceptional children will be provided special services and programs based on their unique needs.	5. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8
	6. Programs and services will be developed which challenge, support, & open many avenues to success in the 3 basic areas	6. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
5. Within the first 2 months of the school year 1974-1975 staff will be differentiated by clustering at least two teams to correspond with the major curriculum areas to initiate the open access concept. (1974-1975) Average #5. 8.00	1. Staff will elect or be assigned to a team of 5 or 6 persons representative of the various disciplines & support services. 2. Students will be assigned in large groups to each teaching team for large enough time blocks to permit discretionary grouping and scheduling. 3. Roles will be differentiated to encourage each staff member on a team to assume a unique, nonduplicating task in his own academic speciality, skill, or interest. 4. Consultants and Central Office Staff will be involved to the extent needed as a support unit to assure teams and students success in this unique and different approach to programming.	1. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 2. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 3. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 4. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
6. By the close of the first semester (February 1, 1974), the staff will have established 10 learning units or tasks which have been programmed to assure success in individualized instruction. By the close of year (June 1974) an additional 10 will have been completed. (1974-1975) Average #6. 8.00	1. Students and staff will establish through conferences and planning the succession of programmed tasks needed and desired by the individual students. 2. The performance levels of entry for the increments will be organized by staff to assure regular success experience by the student. 3. Staff will be supported, through assistance from available resource persons, in their efforts to assure every student success at an entry level appropriate for him or her.	1. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 2. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 3. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
#6 Continued....	4. The Central Office and project staff will provide the teaching teams assistance to assure success with the development of sequenced program units.	4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
7. Within the first semester (1974-1975) a team of support service personnel will be organized to design a delivery system. The team will be comprised of representation from guidance, psychological services, health services, social services, and special education. (1974-1975) Average #7. 8.00	1. A leader for the support team will be identified and assigned to the target school. 2. The team will develop a procedure for rotating its members in assignments with instructional teams. 3. An agreement will be completed for priority services to the target population and a procedure for services delivery completed. 4. To assure priority and immediate availability of services, a plan will be completed for gaining access to specialized staff members whose assignments include several schools.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
8. During the school year, the support team will develop a program of support services, demonstrate the process, and maintain records as required by the evaluation process. (1974-1975) Average #8. 8.00	1. Develop the testing programs and determine the instruments to be used. 2. Administer the tests as scheduled by the systemwide program or as needed by individual students. 3. Record results and interpret them to students, parents, and staff. 4. Report to administration & teaching staff areas of weaknesses as indicated by test results, & suggest methods for program modification directed toward improvement.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
#8 Continued....	5. Develop a program for counseling services which is acceptable, effective, and directs its attention toward preventative rather than treatment measures.	5. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
	6. Establish a process of student referrals to both internal and external sources.	6. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
	7. A follow-up procedure on referrals will be developed and used.	7. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
	8. Acquaint staff members with community services and procedures for referring students to these resources.	8. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
	9. Develop a program of parent & community involvement which is acceptable to students, staff, and parents and serve as the communication link between school and home in making known concerns and needs.	9. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
9. During September & October, 1974 target school and Central Office staffs will administer Metropolitan Achievement tests for grades 6, 7, and 8. Data will be compared with Metropolitan tests to be administered at the close of the year to grades 6, 7, and 8. (1974-1975).	1. Test results for 1974-1975 will be secured from the Pupil Personnel Services Division for the target population.	1. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
	2. Research and Development will assist staff in establishing a system which will be used in the process for pre/post test comparisons and analyses.	2. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
	3. Scores will be interpreted and used to assist in planning, implementing, and improving programs and services in the target school.	3. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
Average #9. 8.00	4. Results of the testing program will be recorded and shared with all school personnel or others.	4. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
10. Staff will be assigned and a schedule and method will be developed during the first 3 months of the year for a system of information dissemination. (1974-1975) Average #10. 8.00	1. A dissemination team will be selected by school and Central Office staff.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	2. A team leader will be named.	2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	3. Duties of the team leader, schedule to be followed for meetings, etc., will be developed by the team.	3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	4. A method & system of information gathering will be developed by the team.	4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	5. Kinds of information to be published and disseminated will be agreed upon by the team.	5. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	6. Process for publishing, mailing, communicating, etc., will be developed and explained to all staff.	6. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	7. Receivers of information, both on a regular and a special request basis, will be identified and a list compiled.	7. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	8. The effectiveness of the dissemination process will be determined by the staff near the close of the project year.	8. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
11. A staff Development Program will be planned and initiated during the first 3 months of the school year 1974-75 and implemented throughout the year for 40 or more persons. (1974-1975). Average #11. 8.00	1. A team or group responsible for staff development will be selected by the Principal and Project Director.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	2. A plan will be prepared for meeting critical staff needs related to functioning in open access concepts.	2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	3. A time schedule will be prepared for utilizing both released time and in-service days for training and on-site visitations.	3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
#11 Continued....	4. Consultants will be selected and scheduled. 5. Off campus visitation will be provided to middle schools which operate model programs or offer promising practices related to open access concerns.	4. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 5. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
12. At the close of the first year a representative panel of experts which has been named by the staff responsible for project administration will evaluate each objective and rate it on a scale or percentage basis. (1974-1975) Average #12. 8.00	1. Select the panel of experts at least 3 months before the close of the project year. 2. Design a rating sheet for the panels use in evaluating the objectives. 3. Provide orientation for the panel members as to the nature of the project and their responsibilities. 4. Arrange for time, space, materials, etc., for expediting the panel's responsibilities. 5. Receive, evaluate, and place on file panel report for future reference.	1. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 2. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 3. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 4. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 5. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)
13. Students by the close of the 1974-75 school year will be able to choose from among at least ten optional curriculum programs and guidance services which have been planned and developed with staff, students, and parents involvement. (1974-1975) Average #13. 8.00	1. Meetings will be scheduled involving students, staff and parents to plan, develop, and assess the program options. 2. Staff will involve students and parents in developing the system of team support services so that students will be comfortable in requesting assistance, reducing stigma, or reluctance to utilize support services.	1. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8) 2. None 0 / Limited 2 / Avg 4 / Strong 6 / Fully (8)

EVALUATION OF OBJECTIVES

Terminal Performance Objective 1974-1975	Procedures, Strategies & Activities	Evaluation
14. During the 1974-75 school year the local school and the Central Office staffs will have purchased and/or developed instructional materials, supplies and equipment in direct relationships as indicated in the requests set forth in the budget for implementing innovative practices in an open access concept. (1974-1975) Average #14. 8.00	1. Teaching teams and Central Office staff will select and requisition materials, supplies, and equipment as they become needed in phasing in the open access program. 2. Team support staff will select, requisition and utilize tests, and other materials as needed to carry forth its activities. 3. Students will respond to and become a part of the process of selecting and development of instructional materials throughout the school year.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

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Average 1974-1975 of 14 major project objectives. 7.57

TABLE II
EVALUATION OF
OBJECTIVES FOR SECOND YEAR, 1975-1976 BROWN MIDDLE SCHOOL

OBJECTIVES 1975-1976	ACTIVITIES	EVALUATION
2. Within the school year 1975-1976, the staff will define the areas of entry and exit within the units of study. (1975-1976) Overall Rating 2	1. Staff will identify the entry point of a unit at the level at which a student or students may be achieving. Pretests will aid in determining the points. 2. The identification will be coded and will serve as an entry point for any student.* 3. Multiple entry points will be developed where needed when there is a wide diversity of achievement levels within a group of students.* 4. Exit levels will follow the same pattern as entry levels and will be geared as to the need of individual students.*	1. None 0 | Limited (2*) | Avg 4 | Strong 6 | Fully 8 *Data insufficient for full judgment in items 2, 3, and 4.
3. Staff will develop within the first semester of the second year at least one set of guidelines largely based upon first year experiences which will assist students to select, for independent study, from the entry-exit levels developed from the 3 large bodies of the curriculum. (1975-1976) Overall Rating 5	1. Guides will be developed which will allow for individual team design, but will encompass a total school effort logically sequenced for all entry and exit levels. 2. Students will follow the guide to determine its effectiveness in assisting them to make choices and to understand the various levels. 3. Students will choose independent study during regularly scheduled time as indicated in the schedule.	1. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8 2. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8 3. None 0 | Limited 2 | Avg (4) | Strong 6 | Fully 8

EVALUATION OF OBJECTIVES

Objectives 1975-1976	Activities	Evaluation
4. The staff will develop at least 10 additional learning activities individualized and programmed in each of the basic areas of computation, science, and communicative skills. (1975-1976) Overall Rating 8	1. Activities will continue as stated in the original objective.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
6. Ten additional learning units will be developed which have been programmed to assure success in individualizing instruction. (1975-1976) Overall Rating 8	1. Continued activities as stated in the original objective.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
10. The Project Director and staff will publish a quarterly newsletter to County government officials, school system staff and other designated persons. (1975-1976) Overall Rating 8	1. The project staff will summarize activities at the end of each school system quarter.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
15. Within the second year the staff will develop a written program design for intramurals which will expand the established program emphasizing skill development and sportsmanship. (1975-1976) Overall Rating 7	1. The intramural program will be designed to provide after school as well as in-school activities. 2. An intramural director and assistant director selected from classroom staff in coordination with staff whose responsibilities include physical education and interscholastic activities will be planning and developing various programs.	1. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8 2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

EVALUATION OF OBJECTIVES

Objectives 1975-1976	Activities	Evaluation
#15 Continued....	3. Individual classroom teachers will be involved where possible without interfering with their academic efforts. 4. Specific activities will be developed to encourage the usual non-participants (girls & boys) to become totally involved in team activities and other approaches including tournaments.	3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 4. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8
16. Within the second year program, a written guide for environmental education will be developed with emphasis on the knowledge and skill development of environmental concepts. (1975-1976) Overall Rating 8	1. The staff will plan units in various areas of environmental design such as camping skills, nature study, group organization, community health and ecology. 2. Mini-courses will be developed to prepare students in the necessary skills for participating in the environmental education activities. 3. Resources such as consultants, State Park personnel, and parents will be involved in planning and implementing the program. 4. An outdoor education camping trip will be planned near the close of the school year in cooperation with established County school policies and decisions on requests for field trips and outings.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8) 4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
17. The staff will develop within the program year a clearly defined set of program objectives and guidelines for the related arts area which will insure a variety of enrichment experiences for students. (1975-1976)	1. The staff will develop ten additional units of study in the field of related arts (Art, Music, Spanish, Industrial Arts, Mechanical Drawing, Home Economics Typing, and Arts & Crafts) at least one of which will be an interdisciplinary unit.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

EVALUATION OF OBJECTIVES

Objectives 1975-1976	Activities	Evaluation
#17 Continued....	2. The related arts staff will assimilate teaching strategies, procedures, and activities and apply them toward an overall guide for related arts programs.	2. None 0 | Limited 2 | Avg 4 | Strong (6) | Fully 8
Overall Rating 7		
18. A written set of guidelines for the exploratory area will be developed during the program year to include first and second year activities. (1975-1976)	1. An exploratory committee composed of staff and students will be set up to aid in coordinating exploratory activities.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
Overall Rating 7	2. The exploratory committee will work toward providing a means for insuring more students first choices and more variety of options.	2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
27	3. Community resources, including parents and various agencies will be utilized to a greater extent than in the first year in order to provide many more student choices.	3. None 0 | Limited 2 | Avg (4) | Strong 6 | Fully 8
	4. The initial exploratory session at the beginning of the year will be an individual team effort and will be implemented in each team inclusively.	4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

Average of nine major objectives of the second year project is 6.67

TABLE III
EVALUATION OF OBJECTIVES FOR THE THIRD
YEAR, 1976-1977, BROWN MIDDLE SCHOOL

Objectives 1976-1977	Activities	Evaluation
2. Within the school year 1976-77, staff will develop 5 additional entry levels for each of the 3 large bodies of the curriculum. (1976-1977) Overall Rating 8	1. Specific needs of students will be isolated, analyzed, and taught individually and to groups to satisfy student needs. These levels will correlate with report card levels as indicated below. Level I - advanced (above grade level) identified by stanine 7, 8, 9. Level II - Developmental (on or near grade level) identified by stanine 4, 5, 6. Level III - Corrective (below grade level) identified by stanine 1, 2, 3.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	2. A horizontal plan (extension of topics assigned for that particular grade or group of students) will be used to provide for individual differences.	2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	3. Students will be provided with choices within the differing levels to meet individual needs and interests.	3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	4. An entry point for students will be determined by a pretest.	4. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
3. Staff will develop a set of guidelines for independent study largely based upon first and second year experiences. Overall Rating 8	1. Guides will be developed which will allow for individual team design; but will encompass a total school effort.	1. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)
	2. Teachers will follow the guide to determine its effectiveness in assisting students to make choices.	2. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

EVALUATION OF OBJECTIVES

Objectives 1976-1977	Activities	Evaluation
#3 Continued....	3. Students will choose independent study during regularly scheduled time.	3. None 0 | Limited 2 | Avg 4 | Strong 6 | Fully (8)

Three Year Average for Project Objectives

The three year average for all project objectives was 7.78 on an 8.00 scale as judged by the Evaluation Committee.

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Conclusions Evaluation Scale

The Evaluation Committee reached the following conclusions conerning the implementation of program objectives at Brown Middle School:

A. (1st Year) 1974-75 Conclusions

The Evaluation Committee judged the degree of first year "Terminal Performance Objective" implementation to be very complete. On an eight point scale the overall average was 7.57 (strong).

The Committee recommended a clarification of objectives two, three and four in the second year of program operation. The meaning of entry and exit levels was not clearly defined.

The Committee also recommended that written objectives for the exploratory program and related arts team be expanded for the second year of operation.

B. (2nd Year) 1975-76 Conclusions

The Committee judged the second year implementation of project objectives to be reasonably complete. On an eight point scale the overall average was 6.67 (strong).

Objective number two posed some problem for the Committee. Entry and Exit points were not clearly defined and there seemed to be differences between teaching team in the definition and application of these terms. This was also a recommendation area from the Committee report of May; 1975.

The Committee judged objective number two to be in need of clarification. Some evidence was found to indicate that this objective was being satisfied. However, it was judged by the Committee this objective had only an overall limited implementation in the school program. This objective needed good definition in the third year of the project.

C. (3rd Year) 1976-77 Conclusions

1. The project objectives for the third program year were attempted and successfully completed by Brown.
2. The overall objective average on a scale of zero to eight showed 8.00 as the degree of implementation.
3. Objectives with low ratings in the first and second years of the program were reworked, clarified and implemented.
4. The overall objective average for the three year total was computed to be 7.78 as the degree of implementation.
5. The Committee had trouble with "Entry and Exit" points as did the school.
6. The Committee concluded that the school had fully followed through with it's program objectives as they were stated in 1976-1977.

School System Support

The Committee found significant central office support during the three year program period.

A. (1st Year) 1974-75 Conclusions

1. Direct financial assistance of local money for travel, materials, equipment, consultant services and planning time.
2. New carpet for open space areas in the building to control sound and provide for new and exciting group activity possibilities.
3. Removal of walls by the county maintenance department.
4. Testing assistance in reading.
5. Central office staff planning time.
6. Support from the superintendent and Board through visitations, money, etc.

B. (2nd Year) 1975-76 Conslusions

1. Support from the Board of Education to expande the environmental education program at Brown.
2. Involvement of Ooltewah Middle School in the implementation of a second Middle School program in Hamilton County.
3. Released time days for the Ooltewah staff to visit and work with the Brown staff.
4. Introduction of the exploratory concept into the other junior high schools in Hamilton County.
5. Introduction of the intramural concept into the other junior high schools in Hamilton County. This also includes local funding of intramural directors.
6. Active involvement of the Hamilton County junior high school principals in Middle School visitations, etc., from local funds.
7. Systemwide utilization of the Brown staff and teachers for Hamilton County in-service programs.
8. Support through visitations from the Superintendent and staff to see the program at Brown.

C. (3rd Year) 1976-77 Conclusions

1. Full review by the Board of Education of the project funding at Brown.
2. Construction to support the Ooltewah Middle School Program.
3. Student attitude tests administered systemwide for middle grade students.
4. Assistance with the development of a sports program between middle grade schools in Hamilton County.
5. Support for the school to make talks, presentations, receive visitors and share materials with others interested in the middle school concept.

Teacher Attendance

When teacher absences for sick and personal leave were reviewed and compared, the data indicated the following.

TABLE IV

TEACHER ATTENDANCE

Year	Total Number of Teachers	Total Number Absenses Sick & Personal Leave
1973-1974	38	247
1974-1975 (1st project year)	38	140
1975-1976 (2nd project year)	33	207*
1976-1977 (3rd project year)	35	194**

*Includes 2 teachers extended illnesses of 40 total days.

**Includes 1 sick leave with maternity and one major car accident for a total of 22 days.

1974-1977 Conclusions

1. Teacher attendance at Brown was equal to or better than teacher attendance in the former Brown Junior High School
2. Teacher attendance was better in the first program year (1974-1975) than in the final two years of the project (1975-1977).
3. Teacher attendance during the third program year (1976-1977) dropped as did student attendance because of the unusual winter.
4. Teacher attendance has implications for student learning opportunities. The findings here are consistent with other middle schools.

Teacher Attitudes

A survey was conducted at Brown Middle School to determine teacher attitudes. Only the ten basic skill teachers who were at Brown while it was still a junior high school (1973-1974) were included in this survey. This data is presented in a question and answer format.

A. Question: "Has your attitude toward teaching changed from the time you were a junior high traditional teacher?" "If so, how?"

B. Responses:

"yes"
"It first of all became a pleasant experience instead of a drudgery."

"I communicate more with students about subject matter and other phases of their development."
"I am more confident of my abilities because I can see more progress in my students."
"I'm still doing things pretty much the same way, only now it seems easier and more natural. Perhaps I've learned to like students a little better."
"I individualize more."
"I am now aware that lessons must be prepared for individuals as well as groups."
"In this setting, teachers can be seen as humans and not computer banks."
"Since we have become a middle school, I have become very close to a team of teachers. This was almost impossible in the junior high."
"I am more enthusiastic."
"More materials to work with make teaching a challenge."
"I like teaching on a team -- these other teachers are more than 'just another faculty member'."
"I enjoy my classes much more -- the kids are part of my 'team'. It is no longer an individual effort."
"I have a different attitude toward my students. I enjoy motivating them to work as individuals rather than as a group -- we work together."
"There is an opportunity to teach more than subject matter."
"I know the children and they know me on a more personal level."
"Working as a team, our efforts are concentrated. We have an opportunity to share our ideas and knowledge."
"Confidence in self, support from your colleagues, and having a common interest is increased when working in teams."

A. Question: "Has your attitude toward education in general changed? How?"

B. Responses:

"yes"
"Education is more than learning facts. Tests become less important than personal evaluation which comes with working with individuals rather than 'classes'."
"Children learn much better with activity-centered curriculum."
"Methods of teaching vary with the discipline. Skill classes must be more teacher-directed and structured than concept classes."
"I am constantly looking for new methods to do the same job -- I want variety!"
"It isn't a job anymore, it's exciting and rewarding on a daily basis."
"I have a greater desire to read and listen to what other educators are doing -- especially in intermediate education."
"I have become more aware of the pitfalls."
"There is now so much more information. We need to help students learn where to find the information rather than to learn the information itself."

"I think I see children more as individuals."
"I think that I see the need for providing more activities of different and varying levels."
"I probably try harder to make education fun."
"Teachers must be aware that change is not always bad."
"I've always resisted the 'fun and games' type of teaching. However, it does help when students like what they are doing."
"I have come to look at 'being educated' as 'knowing how to learn' and try to help students conceive of it this way."

C A. Question: "Do you feel the students themselves have changed during the past 2 1/2 years? How?"

B. Responses:

"yes"
"They are not afraid to try to express themselves."
"They recognize teachers as human beings who are there to help them progress, not to thwart their own approach to learning."
"They are more independent in learning and more confident of themselves."
"Because they are allowed to be, they are more creative."
"Students and teachers seem to be more open to discussions."
"There is more interest in school."
"There is a feeling of everybody being able to do something."
"The students seem more aware. They have a wider area of interests."
"They have a greater consciousness of resources."
"Students exhibit heightened curiosity."
"They have a better attitude about themselves."
"They accept responsibility more readily."
"They feel they are a part of the team -- a part of the school."
"They combine academic achievement with social development during school hours. These are developed simultaneously instead of separately."
"They have become more responsive, independent, and organized."
"They seem to enjoy school more."
"They have become more demanding for individual help (which is good!)."
"They have become more open with teachers, have developed a personal relationship with them, and seem to think of their teachers as humans rather than sergeants."

D A. Question: "Do you prefer the middle school method of teaching or the traditional method?"

B. Responses:

"Middle"
"The middle school method is more effective."
"Some of each."
"Middle, very much so."
"Middle"
"Middle as I am now experiencing it. No, as I see other approaches."
"Middle, definitely"

"I prefer the middle school"
"Middle, the past two years have been the happiest in my teaching experience."

Team Attitudes (All Teachers)

Team attitudes were also collected at the end of the third program year. The following is a presentation of the various team opinions at Brown:

Related Arts Team Reactions

Teaming--
More interaction with other teams.
Family night ideas -- other ways to interact.

Scheduling--
Flexible scheduling good.

Team schedule--satisfied.
Rapport good with other teachers on team -- feel good about students.
Planning days -- valuable for setting up schedules, etc...
Playground area -- need additional.
Exploratory -- concentrate on fewer courses and more communication.
Exploratory team -- related arts responsible for organizing, coordinating and implementing.
Strengths -- informality -- related arts team itself -- flexible scheduling -- exploratory options.
Strengthening -- lack of enough time for basic skills athletics suffered some.

5th Grade Team Reactions

Report card -- o.k.
Classroom interruptions lessened
Exploratory interruptions lessened
1 hour two days per week instead of 4 days per week -- is this possible?
More basic skills time
Exploratory -- may consider the awareness area
Parents and community -- more involvement

6th Grade Team Reactions

Teaming good for discipline (child centered).
Master schedule may can be rotated by year and quarter.
Hall behavior between classes -- May can require teams to supervise own kids in hall.
Additional resource teacher needed.

Continue to make multi-level textbooks available to middle school teachers. They feel that this must be continued to support the concept.
Report levels -- may can only indicate exceptions than on level card.

7th Grade Team Reactions

Maintain staff level (number of staff).
Coordinate homework assignments/tests in some cases.
Put hour at first (related arts -- planning) at end.
Discipline discussion (even at first of day) -- more often -- need more communication.
Grouping -- homogeneous not good for low groups.
Textbooks (losing of books) need low level reading books for 7th grade.
Exploratory narrowed down to specific areas.

8A Team Reactions

More discipline meetings may be needed.
Student parent conferences during team planning.
Team schedule and school schedule working well.

Schedule: Flexible, rotation good/ no problems
homogeneous groups in basic skills/heterogeneous in science, soc. studies

Planning days valuable.

Title III cut some supplies that were needed -- 1st and 2nd year.
Related arts schedule has helped relieve the schedule work which normally would be done in junior high by basic skill teachers.

Report card -- conduct grade -- don't like team conduct grade.
Concern over levels being inconsistent in some teams.
Non-Bible students need more orientation on some teams.
Resource teacher needed.
8th grade as culminating activity in outdoor education.
School visitations valuable.
Additional faculty unity activities.

8B Team Reactions

Consider:
Daily team planning/individual planning may could divide time.
Planning days for next year if possible.
Grouping within a group a little more -- 3 levels in a classroom
Want homogeneous groups in math and language arts
All teachers have homebase
Books/low-level filmstrips needed
Effort grades? May consider
Outdoor education only for grade 8. A camp staff for only interested teachers.

Teacher Turnover

The Committee examined data on teacher stability and turnover at Brown. The question raised, "Was Brown typical in teacher turnover?" When teacher turnover was reviewed, the data indicated the following.

TABLE V

BROWN MIDDLE SCHOOL
TEACHER TURNOVER
1974-1977

Initial Staff 1974-75		Initial Staff Remaining 1976-77		Retired		Transferred		Resigned		On Leave		Lost Positions	
No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
40	100%	23	57.5%	2	5%	3	7.5%	7	17.5%	3	7.5%	2	5%

Conclusions On Teacher Turnover

1. The data indicated that Brown had significant staff changes during the three year program period. The Committee concluded that this worked to the disadvantage of the team concept.
2. The Committee noted the school lost it's principal, project director and one curriculum worked during this three year period. This probably also worked to the disadvantage of the program.
3. The data indicated Brown was a school with normal staff and faculty turnover.
4. The Committee noted that a fifth grade team was added to the school during the third year of program operation. These teachers were not part of the initial, 1974-1975 school staff.

Student Attendance

Student attendance data is shown for Brown Middle School, 1973-1977; other middle grade schools in Hamilton County, 1975-1976 and 1976-1977; and by composite percent attendance for the Hamilton County grades 5, 6, 7 and 8 for 1976-1977.

TABLE VI

Other Middle Grade Schools
Compared by Percent of Attendance

** 1975=1975-1976 School year
1976=1976-1977 School year

School	Peak Student Enrollment	Sept.		Oct		Nov		Dec		** Jan.		Feb		Mar		Overall Average	
		1975	1976	1975	1976	1975	1976	1975	1976	1975	1976	1975	1976	1975	1976	1975	1976
Brown	692	97	98	96	96	95	95	93	94	94	94	94	90	*	95	94.8	94.6
East Ridge	1010	97	97	95	95	95	94	94	93	95	90	95	89	*	93	95.2	93.0
Voltewah	706	96	96	95	94	93	93	93	92	91	91	92	87	*	92	93.3	92.1
Red Bank	970	96	96	95	94	94	93	93	92	92	88	*	89	*	91	94.0	91.9
Signal Mtn.	378	96	97	96	96	96	95	94	94	93	90	95	92	*	95	95.0	94.1
Soddy Daisy	1078	97	96	95	95	94	94	93	92	92	88	*	87	*	89	94.2	91.6

*Data unavailable

TABLE VII
BROWN STUDENT ATTENDANCE
REPORTED BY PERCENT

	Highest Percent Attendance Month	Lowest Percent Attendance Month	Yearly Average Percent Attendance
1973-1974	97% (September)	90% (February)	93.8%
1974-1975 (1st Project Year)	97% (September)	92% (December)	94.7%
1975-1976 (2nd Project Year)	97% (September)	93% (December)	94.8%
1976-1977 (3rd Project Year)	98% (September)	*90% (February)	94.6%

*Reflected unusually cold winter.
See Table VI above.

TABLE VIII

Composite Percent Attendance
Hamilton County
For All Grades 5, 6, 7, and 8.

1976 - 1977	5th Grade	6th Grade	7th Grade	8th Grade
September	98	97	97	96
October	96	96	95	94
November	96	95	95	94
December	95	94	93	93
January	93	92	90	89
February	90	90	89	89
March	95	94	92	92
Overall Average 1975 - 1976	95.20	95.0	93.90	93.50
*Overall Average 1976 - 1977	94.71	94.0	93.0	92.46

*Data shown for seven months.

Student Attendance Conclusions

A. (1st Year) 1974-1975 Conclusions

1. During the early months of program development in the fall attendance for 1974-1975 was equal to 1973-1974.
2. During the winter and spring months attendance for 1974-1975 showed major gains in attendance over 1973-1974.
3. Improved attendance provided more opportunity for directed learning to occur.
4. Improved attendance probably reflected positive student attitudes about the program.
5. Improved attendance probably reflected positive parent attitudes and support for the program.
6. The Committee found additional attitude evidence to support numbers 2 and 3 through student interviews and parent questionnaire results.
7. The data has implications for fiscal affairs. The Committee noted as student attendance improves, state funding through the minimum foundation program (formula) improves.

B. (2nd Year) 1975-1976 Conclusions

1. When the data were closely reviewed it was judged student attendance at Brown is still approximately 1% greater than it was in 1973-1974, before the Middle School concept was implemented.
2. When compared with the other middle and junior high schools in Hamilton County, it was noted that attendance through February, 1976, was equal to or better than three schools and equal to or less than two other schools. Only Signal Mountain and East Ridge showed attendance better than Brown Middle School.
3. When the low attendance month at Brown for 1975 was compared with the low month for 1976, it was found that attendance continued to improve. However, data was not fully complete for a final judgment.

C. (3rd Year) 1976-1977 Conclusions

1. Student attendance continues to improve when Brown is compared with itself.
2. When compared with the other middle grade schools in Hamilton County, Brown was exceeded by only two schools in average attendance in 1975-1976 and no schools in 1976-1977.
3. Student attendance at Brown is one indication of student and parent attitudes, which in this case leads the Committee to believe it is positive.
4. Good student attendance continues to generate more state formula dollars for the school system than poor school attendance.
5. The data is in keeping with the findings of other modern middle schools.

Student Discipline

Student discipline cases referred to the principal's office data and conclusions are presented for 1974-1977.

TABLE IX
STUDENT DISCIPLINE
AT BROWN MIDDLE SCHOOL

Year	School Enrollment	Number of Students Referred	Percent of Total Students	Total Number of Referrals
1973-1974	901	225	25.0%	753
1974-1975 (1st Project Year)	718	106	14.8%	249
1975-1976 (2nd Project Year)	644	74	11.5%	106
*1976-1977 (3rd Project Year)	690	85	12.3%	147

*Data is shown through May 5, 1977.

A. (1st Year) 1974-1975 Conclusions

The Committee found approximately 80 percent fewer student discipline cases this year as compared to 1973-1974. The Committee noted this data is weak in that grade arrangements of the school have been changed. It was also noted that new discipline policies were in operation. The Committee suggested this data is valid even with the above qualifications. It was suggested:

1. The new program design allowed new policies/procedures to emerge.
2. The open team approach minimized student-teacher conflicts.
3. The open team approach minimized traditional classroom management problems normally found in a self-contained classroom organization.
4. The open team approach controlled, through peer pressure, extremes in deviate emotional behavior of students and teachers.

B. (2nd Year) 1975-1976 Conclusions

Student discipline continued to improve at Brown. When the number of student discipline cases were compared with the 1974-1975 school year it was found that 98 fewer cases were referred to the principal's office by the teachers. The data suggested that:

1. The team approach allowed for more internal control of students by the teachers.
2. Students were more occupied and satisfied (See student attitude information).

C. (3rd Year) 1976-1977 Conclusions

1. Student discipline at Brown continues to be controlled at the team level.
2. Student discipline is one indication of student and parent

attitudes, which in this case leads the Committee to believe it is positive.

3. Student discipline continued, after three years, to be less of a school wide problem than in the former Brown Junior High School.

Report Card/Student Progress

Report card and student progress report conclusions and examples are as follows:

A. (1st Year) 1974-1975 Conclusions

The Committee found the school report card modified in an attempt to better reflect student progress to the parents. The report card provided each student a space for self evaluation. This along with the teacher evaluation and comments represented a reporting change over the previous year that the Committee found favorable.

B. (2nd Year) 1975-1976 Conclusions

The Committee found the report card reporting student progress based on the entry level of the child. Three levels were used with each child being reported in only one level for the academic disciplines.

The Committee also noted that student and parent conferences were used by the teams when children were having learning problems.

Each team also mailed a projected schedule of activities home to the parents quarterly.

The Committee recommeded that student conferences be expanded to include all students when practical. The Committee was complimentary on the student progress reporting procedures used by the Brown staff.

C. (3rd Year) 1976-1977 Conclusions

The Committee found the following methods of student progress reporting being used at Brown.

1. Team conferences with students.
2. Team conferences with parents.
3. Regular report card.
4. Written progress reports to parents.
5. Open houses by teaching teams.
6. School newsletter to parents.
7. Radio, TV and newspaper.

Student Progress Recommendation

1. The Committee suggests Brown report student progress and/or grades for exploratory and related arts classes.

HAMILTON COUNTY SCHOOLS

REPORT TO PARENTS

Term 19____-19____ Quarter_____

_____ MIDDLE SCHOOL

Last Name of Student, First | Home Base Teacher | Grade

Days School In Session_____ Days present____ Days absent____

BASIC SKILLS	LEVEL 1	SCHOLARSHIP 2	TEACHER COMMENT
Language			
Reading			
Math			
Science			
Social Studies			
Physical Education			

RELATED ARTS	SCHOLARSHIP 3

ELECTIVE COURSES	SCHOLARSHIP
Bible	
Band	

TEAM CONDUCT GRADE_____

CODES: 1. Level determined by achievement tests, performance, and speed of learning. I—Above grade level, II—on or about grade level, III—below grade level
2. Basic Skills 6, 7, 8. A—Superior, B—Above Average, C—Average, D-Below Average, F—Failure to do Work Assigned
3. Related Arts: 6th & 7th grades. S—Satisfactory Progress, N—Needs Improvement, F—Failure to do Work Assigned, 8th grade—A, B, C, D, and F.

EXPLORATORY COURSES COMPLETED DURING QUARTER

TEACHER COMMENT:_____

STUDENT SELF-EVALUATION

Comment concerning your goals and progress:

PARENT CERTIFICATION (please return)

I hereby certify that I have examined the report card of

_____
Student Name

Remarks:

_____
Parent's Signature

Grades 5, 6, and 7

BROWN MIDDLE SCHOOL
Progress Report

_____Quarter

_____
Home Base

To the parents of_____

This is a mid-quarter progress report to inform you of your child's progress in the basic skills areas. This is not a final average or grade. The student has 4 1/2 weeks left in the quarter to improve. If you have any questions or if we can be of any help to you, call the Guidance Office (Mrs. Salstrand) for an appointment. Please sign below and return to the Home Base Teacher. We appreciate your cooperation.

_____
Parents Signature

Subjects:	Good	Satisfactory	Poor	Teacher Comments:
Math				
Language Arts: Spelling Reading English				
Social Studies/ Science				
Conduct				

Parent Comments:

GRADE 8 A

MID-TERM EVALUATION

Students Name_____ Homebase_____

Date_____

(Satisfactory) (Unsatisfactory)

BASIC SKILLS

Language Arts ☐ ☐ Teacher Comments_____

Math ☐ ☐ Teacher Comments_____

Science ☐ ☐ Teacher Comments_____

Social Studies ☐ ☐ Teacher Comments_____

Comments_____

Parents Signature

_____

Parent Evaluation

The Committee found parent attitudes on the school and program collected through the following ways.

1. Parent questionnaires in the spring.
2. Parent evaluation panel in the spring of each year.
3. Counselor-parent contacts.
4. Parent-teacher/team contacts.
5. Exploratory program questionnaire for parents (asking for help).
6. Special neighborhood parent meetings held in ten or more homes (1974).
7. P.T.A. open houses and special presentations.
8. Use of parents in special programs such as outdoor education.
9. Special parent open house by teams

Parent Attitude Conclusions:

A. (1st Year) 1974-1975 Conclusions

Parent evaluation data reviewed by the Committee represented input from approximately 30% of all school parents. The following are representative samples of positive and negative parent reactions:

1. "New to Tennessee, very pleased with program, moved to Harrison because of schools here."
2. "My son is wild about the program!"
3. "Appreciate efforts of fine teachers."
4. "Like exploratory courses."
5. "Reading program is excellent."
6. "I like it, I like it, I like it."
7. "Need to tighten up."
8. "Need more emphasis on sports."
9. "Would prefer traditional classroom."
10. "Not enough homework."
11. "Too much homework in 8th grade."
12. "Don't understand program, but hoping child will learn."
13. "Not operating long enough to comment."
14. "Too early, but children like it."

Other parent data from the parent panel and from the neighborhood meetings reflected similar results. The Committee noted that approximately 75 percent of all parent reactions were positive. The Committee also noted that approximately 15 percent of all parent reactions were negative. The remaining 10 percent reflected no response or a qualified response. These results were considered very good for a first year program.

B. (2nd Year) 1975-1976 Conclusions

1. The Committee noted that 71% of all parents returning the school questionnaire indicated that their general reaction to the Middle School Concept was positive.

TABLE X
PARENT OPINIONNAIRE
RESULTS ON THE MIDDLE
SCHOOL CONCEPT (Item No. 1)

Year	Positive		Negative		Undecided		Number of Questionnaires Returned
	No.	Percent	No.	Percent	No.	Percent	
1974-1975	124	61	31	15	49	24	204
1975-1976	127	71	28	20	24	9	179
1976-1977	101	52	60	31	33	17	194

TABLE XI
PARENT OPINIONNAIRE
RESULTS FOR ALL ITEMS REPORTED
BY PERCENT 1975-1976, 1976-1977

Question	1975-1976 (179 Total Responses)			1976-1977 (194 Total Responses)		
	Positive	Negative	Undecided	Positive	Negative	Undecided
1. Middle School Concept?	71	20	9	52	31	17
2. Does child like school?	88	5	6	81	9	10
3. Report card?	74	9	17	76	16	8
4. Open classroom - child's reaction?	61	26	13	56	16	28
5. Open classroom - parent's reaction?	43	30	27	38	36	26
6. Exploratory?	80	14	6	69	17	14
7. Intramurals?	72	9	19	74	6	20
8. Individualized Instruction?	59	26	15	54	24	22
9. Related Arts?	72	14	14	76	6	21

PARENT VISITATION PANEL
QUESTIONNAIRE RESULTS, May, 1977
(Selected Sample)

1. How do you feel about the concept of team teaching? (A) OK if teachers really work together, (B) OK if teachers do their part (C) I feel it's working (D) Undecided (E) Good (F) Great (G) Only problem is in large open areas (H) It is workable.

2. How do you feel about your child attending Brown Middle School as opposed to a regular junior high school? (A) I don't like children lying on the floors (B) Uncertain (C) Not 100% pro but I'm not quite 100% anti as I was (D) I wish there was better discipline (E) Opportunities are impressive (F) Don't like open classrooms.

2. It was also noted that fewer parents were undecided about the program during the second year of operation. The negative responses appeared unchanged.
3. Generally, the Committee found parent responses to be very favorable about the Brown program. Specifically, parent attitudes have improved 10% this year over last year on the Middle School program at Brown.
4. The above reflected good parent satisfaction with the program.
5. It also reflected the good communication Brown has had with the parents, students, and community.
6. The Committee observed the questionnaire used this year (2nd) will allow for better measurement of attitudes and provide for comparison of attitudes with 1976-1977 results.

C. (3rd Year) 1976-1977 Conclusions

1. Parents were generally confused over classroom management practices and student discipline problems as evidenced in their opinionnaire results.
2. Parents were generally positive toward the middle school concept. However, this positive attitude is not as strong as it was in the two previous years.
3. Parents report their children continue to be positive about the middle school.
4. The Committee concluded it is time to reorient the parents and students to the middle school. Items such as student handbooks, orientation programs to the school, etc. should be utilized as if this were the first year of the program. Classroom management practices, open space and teaching teams should be clearly explained to parents and students. The high school should also continue to be oriented to the middle school program and practices.

Dissemination of Program Information

The Committee found program information dissemination during the three years to include the following.

A. (1st Year) 1974-1975 Conclusions

1. Quarterly reports to the superintendent, Board of Education, etc.
2. Newspaper and television reports.
3. Report at Regional School Board meeting.
4. Report at East Tennessee Supervisors Conference in Knoxville.
5. A slide, cassette tape presentation to principals of Hamilton County.
6. A printed brochure for parents and visitors.
7. Special assistance and materials shared with other schools considering similar program development.
8. Information shared with fourteen or so groups from Georgia, Tennessee and Alabama visiting school.

B. (2nd Year) 1975-1976 Conclusions

1. Quarterly reports to the superintendent, Board of Education, etc.
2. Newspaper and television reports.
3. Article published in regional journal on evaluation of Brown Middle School Program.
4. Program presented at National Middle School Association Meeting in Atlanta, Georgia (November, 1975).
5. University request to allow classes visit program.
6. Visiting groups from eight school systems and two universities in two states.
7. Written information mailed about Brown to six states including Georgia, Colorado, Ohio, New Jersey, Indiana and Tennessee.
8. A new slide, cassette tape presentation developed (17 minutes) telling the Brown Story.

C. (3rd Year) 1976-1977 Conclusions

The Committee found excellent evidence of program information dissemination. This included during 1976-1977 the following:

1. One presentation in St. Louis.
2. Four presentations outside of Hamilton County.
3. Nine visiting groups to the school.
4. Twenty requests for information by mail.
5. TV., radio and newspaper coverage.
6. National TV coverage in "Kids World" program.
7. A research monograph to be released in July, 1977 of the three year program results.
8. In summary, the school has had 188 visitors during the past three years. Three articles and one research monograph has or will be distributed and two "out of state" presentations of the program have been given. The Committee concludes this project has more than satisfied the spirit and the law of E.S.E.A.

Consultants

Consultant utilization conclusions are presented as follows:

A. (1st Year) 1974-1975 Conclusions

The Committee found that eleven major consultants, along with many visiting consultants, were used in program development. This was in keeping with the Title III proposal. The Committee observed that the range and quality of the consultants were good. Program results reflected that these were probably working consultants.

The Committee also noted that results from use of these consultants will spin-off and ultimately help the entire school system.

B. (2nd Year) 1975-1976 Conclusions

The Committee found six major consultants along with some visiting consultants used in specific areas of program development. These were

in keeping with the second year Title III proposal.

Program results indicated that consultants used in the gifted program were very productive. Other program areas showing major improvements were Related Arts and Intramurals.

The Committee noted that the spin-off from program development at Brown is occurring in Hamilton County and with other interested systems. This indicated to the Committee that the consultant dollars were well spent.

C. (3rd Year) 1976-1977

In keeping with program priorities for the third year of program operation, consultant money was generally sent on program evaluation, improvement and dissemination.

Curriculum Development

The Committee observed that prior to the 1974-1975 school year, Brown Junior High School did not have written curriculum guides. The following is a presentation of curriclum development progress data for 1974-1977.

A. (1st Year) 1974-1975 Conclusions

1. Each teaching team planned and implemented an interdisciplinary unit each quarter.
2. Several of these units culminated in a special program, display or field trip.
3. Major progress in guide development.
4. Multiple entry and exit points were developed for many units.
5. Development of open-ended activities to allow study, by students, of in-depth problems related to a specific unit of study.

Teacher made materials include:

1. Teacher made LAP's.
2. Teacher made learning kits.
3. Learning center activities.
4. Teacher prepared cassette tapes.
5. Teacher bulletin boards.
6. Teacher made learning games.
7. Filmstrip centers.
8. Exploratory mini course development.
9. Development of guidance teaching materials/units.

Each subject area established new activities in quantities identified below:

Math	380
Language Arts	415
Reading	365
Science	360
Social Studies	356

B. (2nd Year) 1975-1976 Conclusions

The Committee found curriculum development and curriculum skill development at a higher level of development and understanding this year when compared with 1974-1975.

New learning activities developed during 1975-1976* included:

Language Arts	105 New Activities
Social Studies	115
Math	75
Science	35
Health	10
Home Economics	15
Art	10
Music	3
Physical Education	5

*Data reported through March, 1976.

General Areas of Curriclum Improvement

1. Team planning, cooperation and know-how was generally much improved with the exception of one team.
2. Student involvement was expanded through units and activities such as: Pioneer Day, Roaring 20's, World of Construction, Discrimination Unit, Our Darling Decades, Spelling Bee, etc.
3. Special attention to feeder schools (5th grade) and receiver school (9th grade). This included visitations by their staff, etc.
4. Development of approximately 20 new units from among several subject areas.
5. The development and implementation of at least two inter-disciplinary units by each team this year.
6. The continued development of teacher made materials including: slide presentations, teaching bulletin boards, LAPS, learning center activities, teacher prepared cassette tapes, and special packets or kits from old textbooks, etc.
7. Independent study was developed as an extension of the regular curriclum this year.
8. Related Arts was tied in more closely with the regular teaching team this year with excellent success.
9. Exploratory and intramurals appeared to be better developed and better coordinated this year.

C. (3rd Year) 1976-1977 Conclusions

1. Each teacher developed five additional activities for the existing curriculum guides.
2. Each team developed one new interdisciplionary unit. Several teams went beyond this minimum requirement.

During the three years of program development at Brown, the following was developed and presented.

1. 143 separate exploratory courses.
2. A full intramural program.
3. A field day with Ooltewah Middle School.
4. An on-the-air TV program coordinated by a high school student.
5. An outdoor education program.
6. A high school student aide credit program. (Serve as teacher aides, etc.)
7. A support services team including the counselor, resource teachers, nurse, librarian, social worker, attendance teacher and psychometrist.
8. The development of a second middle school in Hamilton County at Ooltewah.
9. The development of limited program for identification and activities for gifted students.
10. Over 2,000 teaching activities for teacher teams.
11. Excellent development of the team concept in regular and related arts, along with supporting interdisciplionary units.

Curriculum Development Conclusions

1. The Committee concluded that Brown has satisfied all program objectives of this three year program.
2. The Committee advises there is some slippage in curriclum development and program presentation. It was concluded that this area needs attention and perhaps clear goals for 1977-1978.

Independent Study Activities

The Committee found a range of independent study activities developed or utilized by the Brown staff during the three year program period. These included the following:

1. Special projects (student selected).
2. Filmstrips.
3. Prepared cassette tapes.
4. Worksheets for student learning.
5. Games for learning.
6. Tutorial work by students/teachers
7. Research.
8. Pleasure reading.
9. Creative dramatics.
10. Exploratory program activities.

During the 1975-1976 school year independent study was developed as an extension of the regular team curriclum. Special efforts were made in the gifted and learning disability areas of the program. Resource teachers continued to work with regular teams to develop activities.

Other independent study appeared to mainly focus around the special units developed by each team.

Gifted Program Activities

Tests were administered during 1976-1977 at Brown to identify gifted children. A second gifted test was also administered to identify the inventive gifted children. Special programs, classes and trips have been developed for gifted children.

Brown found 14 students out of 692 that were inventive gifted. Brown also found 23 verified gifted children (130 IQ on WISC). Only one child was found to be both gifted and inventive gifted.

Brown was low average in numbers of gifted children when compared to national norms of 3% to 5% of the population which is usually gifted. The school is to be commended for the identification and programming efforts for gifted children.

Program Development With Other Schools

Ooltewah Middle School (Hamilton County) has worked closely with Brown since the second year of program operation, 1975-1976. Specific activities have included the following:

1. Two week joint workshop at the beginning of school (local funds, 1975-1976).
2. Close cooperation between principals.
3. Teacher visits by Ooltewah to Brown, Shelby County (Tennessee), and Georgia (local funds).
4. Sharing of units, materials, and activities.
5. Joint teacher planning days during the year.
6. Sharing of a curriclum specialists between schools (local funds).
7. Joint field day for intramural programs.

Visitations

Brown Middle School staff and teacher visitations to other middle school programs and special association meetings have been similar to other middle school programs. The former Brown Junior High School did not engage in visitations as frequently or in a similiar manner.

Visitations have included trips to Shelby County (Tennessee), Cobb County (Georgia), Decatur (Alabama), State and National Middle School Associations Annual Meetings, Gifted Education meeting (Georgia), special subject area meetings such as math, etc.

The Committee concluded that these visits clearly have improved the Brown program and reinforced the teachers and staff.

Student Attitudes

Starting with the second project year 1975-1976, student attitudes were measured by the Tennessee Student Survey. This is a short, and simple standardized test for students of this age group. This student attitude

test was administered to a random group of 8th grade students at Brown Middle School in January, 1976 and again in January, 1977. It was also administered in all the other Hamilton County Middle grades schools in January, 1977.

Other school names are not used in the reported data/tables. The purpose of the comparison of the test data is to fully understand Brown and Brown student attitudes toward teachers, school and value of education.

"Tennessee Student Survey"

Key: 100 mean score - Poorest attitude
300 mean score - Neutral attitude
500 mean score - Best attitude

Test Focus: Measures attitudes of students toward three aspects of school (1) Teachers, (2) School Experience, (3) Value of Education.

TABLE XII

STUDENT ATTITUDE TESTS
RESULTS FOR THE 8th GRADE
AS COMPARED WITH THE OTHER MIDDLE
GRADE SCHOOLS IN HAMILTON COUNTY, 1976-1977

School	Student Attitudes Toward Teachers		School Experience		Value of Education		Total		Rank
	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77	76-77
Brown	307	285	321	319	343	335	323	311	4
School "A"	*	306	*	333	*	348	*	327	2
School "B"	*	385	*	406	*	391	*	392	1
School "C"	*	286	*	336	*	362	*	325	3
School "D"	*	248	*	278	*	296	*	272	8
School "E"	*	249	*	270	*	303	*	273	7
School "F"	*	278	*	305	*	333	*	304	5
School "G"	*	270	*	279	*	323	*	290	6

*Tests not administered in 1975-1976.

Student Attitude Conclusions

A. (2nd Year) 1975-1976 Conclusions

The attitude test data suggested to the Committee that student attitudes at Brown were good. This seemed to help explain the drop in student discipline (frequence) cases along with the improvement in student attendance.

B. (3rd Year) 1976-1977 Conclusions

1. Brown ranked among the top of all middle grade schools in Hamilton County. Schools that ranked higher were smaller and more rural.

2. Brown results indicated a slightly better than average student attitude overall.
3. The Committee noted that attitudes toward teachers were not as favorable as toward the value of the education and the school experience.
4. Parent attitudes, student attendance and student discipline support the results of this generally positive test data.

9th Graders Compared (G.P.A.)

A special study was conducted in 1975-1976 at Central High School of former Brown Middle School students in the 9th grade. This was the first group to go through one year of the Brown Middle School program in 1974-1975.

End-of-semester grades were compared for 9th grade students at Central High School who attended Brown with other 9th grade students who came to Central from other schools. Grades were compiled for all subjects except P.E. and Health and a grade point average computed for both groups of students.

This data is presented in the following table:

TABLE XIII

GRADE POINT AVERAGE
9th GRADERS COMPARED
1975-1976 and 1976-1977

Date	Brown	Other Schools
January, 1976	2.71 (266 students)	2.26 (36 students)
June, 1976	2.77 (266 students)	2.63 (36 students)
January, 1977	2.44 (228 students)	1.83 (60 students)
June, 1977	*	*

*Data not available at reporting time.

Grade Point Average Conclusions

1. The evidence suggests that Brown students do as well or better than students from other feeder schools in their 9th grade point average.
2. The evidence suggests that a middle school program is a good preparation for high school academic classes.
3. The evidence suggests that student grades in high school improve for all students during the second semester of the 9th grade.
4. This data was not considered conclusive because of the small sample of students from other schools.

Achievement Tests

The Metropolitan Achievement Test was administered to Brown students

TABLE XIV

Table Showing Grade Placement by Subtests on the Metropolitan Achievement Test
Administered Pre Test in April or September and Post Test in April of each Year
1974 - 1977

		Word Knowledge			Reading Comprehension			Total Reading			Language			Spelling			Math Computation			Math Concepts			Math Problem Solving			Total Math			Science			Social Studies		
		74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77
6th Grade	Pre	6.1	*	5.8	6.0	*	5.5	6.0	*	5.7	6.0	*	6.0	5.6	*	5.4	5.4	*	5.5	5.7	*	5.7	5.5	*	5.4	5.3	*	5.4	5.8	*	5.8	6.2	*	5.8
	Post	6.7	*	6.1	6.7	*	6.3	6.6	*	6.0	6.4	*	7.2	6.8	*	6.2	6.0	*	6.1	6.3	*	6.9	6.1	*	6.1	6.2	*	6.2	7.0	*	6.7	6.8	*	6.6
7th Grade	Pre	6.7	6.7	6.9	6.1	6.7	6.9	6.4	6.6	6.9	7.2	6.4	8.0	7.2	6.8	7.2	6.2	6.0	6.8	6.3	6.3	7.1	6.6	6.1	6.5	6.4	6.2	6.8	6.8	7.0	*	6.6	6.8	7.9
	Post	7.2	7.4	7.5	7.3	7.2	7.3	7.3	7.3	7.3	7.6	8.0	8.2	7.3	7.6	7.5	6.8	6.4	6.9	7.1	6.6	6.5	7.0	6.9	7.3	7.1	6.8	7.4	7.6	7.8	7.6	7.3	7.7	7.3
8th Grade	Pre	8.1	7.2	7.4	7.8	7.3	7.2	8.0	7.3	7.3	8.4	7.6	8.0	7.9	7.3	7.6	6.8	6.8	6.4	7.5	7.1	6.6	7.5	7.0	6.9	7.3	7.1	6.6	8.1	7.6	7.8	8.3	7.3	7.7
	Post	8.8	8.6	8.8	9.0	8.2	8.4	9.0	8.4	8.4	9.3	9.0	8.2	8.7	8.7	8.1	8.1	7.7	7.9	8.1	8.1	7.5	8.1	8.1	8.1	8.2	8.0	7.6	9.7	8.7	8.7	9.3	9.1	8.3

TABLE XV

Mean Percentiles By Subtests on the Metropolitan Achievement Test
Administered Pre Test in April or September and Post Test in April of Each Year
1974 - 1977 Stanford (Tennessee) Norms are Shown for the 8th Grade 1976

		Word Knowledge			Reading Comprehension			Total Reading			Language			Spelling			Math Computation			Math Concepts			Math Problem Solving			Total Math			Science			Social Studies		
		74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77	74 75	75 76	76 77
6th Grade	Pre	50	*	44	48	*	44	50	*	44	48	*	48	36	*	34	28	*	30	42	*	42	36	*	34	32	*	34	44	*	44	52	*	44
	Post	46	*	38	54	*	44	50	*	40	40	*	52	54	*	44	32	*	34	40	*	48	42	*	42	38	*	42	56	*	52	54	*	52
	Gain	4	*	6	6	*	0	0	*	4	8	*	4	18	*	10	4	*	4	2	*	6	6	*	8	6	*	8	8	*	8	2	*	8
7th Grade	Pre	40	46	52	36	54	58	38	50	58	50	40	64	50	54	62	30	32	48	38	40	52	40	42	54	34	38	56	44	56	*	42	54	68
	Post	46	51	52	50	49	50	50	50	50	46	52	54	40	47	44	36	29	38	50	44	40	40	39	46	44	34	38	48	52	48	50	55	50
	Gain	6	5	0	14	5	8	12	0	8	4	12	10	10	7	18	6	3	10	12	4	12	0	3	8	10	4	18	4	4	*	8	1	18
8th Grade	Pre	50	40	51	44	50	49	48	50	50	52	46	52	46	40	47	26	36	29	40	50	44	40	40	39	34	44	34	50	48	52	52	50	55
	Post	52	50	52	56	49	50	54	50	50	54	50	48	46	46	38	44	36	40	50	50	40	44	44	44	50	46	38	58	50	50	56	53	48
	Gain	2	4	1	8	1	1	6	0	*	2	4	4	0	6	11	18	0	11	10	0	4	4	4	5	16	2	4	8	2	2	4	3	7
Tenn Norms Stanford 8th Grade post Test 1976		*	34	*	*	37	*	*	34	*	*	40	*	*	45	*	*	38	*	*	37	*	*	41	*	*	39	*	*	42	*	*	41	*

*Test data invalid or unavailable

TABLE XVI

Percentages of Students Whose Battery Median Percentiles Fell Within Specified Quintiles On The Metropolitan Achievement Test - Pre Test in April or September and Post Test In April of Each Year - 1974 - 1977

Battery Median Percentiles		0 - 19			20 - 39			40 - 59			60 - 79			80 - 99		
Year		1974 - 75	1975 - 76	1976 - 77	1974 - 75	1975 - 76	1976 - 77	1974 - 75	1975 - 76	1976 - 77	1974 - 75	1975 - 76	1976 - 77	1974 - 75	1975 - 76	1976 - 77
6th Grade	Pre	21.0	*	29.1	25.6	*	21.2	21.6	*	15.8	22.7	*	20.0	9.1	*	13.3
	Post	17.4	*	15.0	24.7	*	26.3	22.5	*	19.2	21.3	*	20.4	14.0	*	19.2
7th Grade	Pre	26.6	17.4	11.7	20.6	24.7	20.7	21.7	22.5	16.8	18.4	21.3	25.1	12.7	14.0	25.7
	Post	17.0	19.4	22.5	22.3	23.9	17.1	24.2	20.4	25.1	20.1	22.4	21.4	16.3	13.9	13.9
8th Grade	Pre	20.3	17.0	19.4	20.3	22.3	23.9	27.3	24.2	20.4	18.8	20.1	22.4	13.3	16.3	13.9
	Post	13.8	16.2	14.4	20.9	23.9	27.2	23.9	21.9	26.2	24.6	22.7	22.1	16.8	15.4	10.3

*Test data invalid or not available

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in grades 6, 7 and 8 for the years 1974-1975, 1975-1976 and 1976-1977. The Durrell Reading Analysis Test was administered also to all students during the 1974-1975 school year. Test data and conclusions are presented in the following tables from the Committee reports.

The Durrell test data is not shown because it was administered only one year, 1974-1975.

Conclusions Achievement Test Data

1. The 6th grade class of 1974-1975, showed during the three year program period the greatest achievement gains in word knowledge and science. The lowest achievement gains appeared to be in the areas of math and spelling. Specific gains are reflected in the tables.
2. When the percentile ranking for the 6th grade of 1974-1975 was reviewed for the three years, spelling appeared to be the poorest test area of performance as compared with national norms.
3. When Tennessee norms were compared for 1975-1976 with Brown test results, Brown appeared to exceed all Tennessee test norms except in the area of math computation.
4. When a grade by grade examination was made of the test data, the 7th grade team for the year 1976-1977 appeared to be less successful with student achievement overall. This conclusion was reached by looking at both grade placement and mean percentiles.
5. The Committee generally found the test data to be positive when compared with state and national norms.
6. The Committee agreed with the school's conclusion the 1976-1977, 7th grade team has problems which need attention.
7. The Committee suggests the test data should be a focus of the 1977-1978 in-service program for the teams. The data may point to weak areas in the teams that need redirection.
8. Test data was not available to the Committee during the first two years of program operations because of the early team visit dates.

Commendations

The Evaluation Committee offered the following commendations.

A. (1st Year) 1974-1975 Commendations

1. The amount of planning time allowed during the school year.
2. The quality and enthusiasm of the leadership and teachers at Brown.
3. The quality and quantity of data collected by the staff during the year for program evaluation.
4. The active and sincere involvement by the school of parents and students in program development.
5. The active support given by the central office, superintendent, Board and Court.

6. The quantity and quality of program/unit/material/activity development.
7. School funding of some exploratory student costs.

B. (2nd Year) 1975-1976 Commendations

1. The development of a schedule which allowed each team time to plan and work together this year.
2. The major improvements in Related Arts, Intramurals, and Exploratory.
3. The continued active and sincere involvement of school parents and students.
4. The strong and active support given by the central office, superintendent and Board of Education.
5. The quality of program development.
6. The introduction and development of a gifted program. This area will continue to improve as the school works on the social as well as the intellectual parts of this program area.
7. The development of the tutor program using high school students.
8. The expansion and improvement of the nature/environmental program
9. The support and assistance given Ooltewah Middle School.
10. The smooth transition in staff changes in the Title III project.
11. The frank and open discussions of the staff and teachers.
12. The overall general growth of the program and teachers.
13. The development of the student conduct grade as a team grade rather than individual teacher grade.

C. (3rd Year) 1976-1977 Commendations

1. The successful planning and implementation of a middle school program.
2. The openess of the program and school to visitors, guests, etc.
3. The ability to maintain the program when faced with major staff change.
4. The support from the central office and Board of Education.
5. The willingness of the teachers to give extra time, energy and study to the development of new organizational patterns, programs, etc.
6. The strong and clear focus fixed on the children in this school.

Summary of Commendations

The Committee believes the middle school indicators of discipline, student attendance, parent attitudes, test results, 9th grade G.P.A., etc. indicate that Brown has a program for boys and girls that is working and working well.

Recommendations

The Evaluation Committee made the following recommendations to Brown

Middle School.

A. (1st Year) 1974-1975 Recommendations

1. Exit and Entry points be clarified for the second year of program operation.
2. That second year Title III proposal objectives and activities be prepared by the staff and teachers at Brown Middle School.
3. That schedule integrity be maintained for the large blocks of time in that Basic Skills (core areas).
4. That students be dismissed from Exploratory in the afternoon. This will save 10-15 minutes each day now being lost when students report back to home base for dismissal.
5. That care should be taken to insure children are not locked in to ability grouping. Frequent student progress review by the teachers is recommended.
6. That a review of teacher procedures be made in order to identify "busy work" activities that waste teacher time.
7. That a resource teacher be added, when possible, to the 7th grade.
8. That testing data be collected on the bright child and the underachiever. (The middle school program should allow for the most progress among both extremes). Naturally, the average child will remain the major focus in program development.
9. That an overall program design be developed by the teachers reflecting the curriclum scope and sequence by team and by discipline. The scope and sequence of learning should be in concert with the program design of the school.
10. That exploratory programs, related arts and other support services be tied in with core programs when practical and where possible.
11. That special attention be given to exploratory schedules to allow more students their first choice. This may require a special study during the year to match activities in each given choice period.
12. That the music and athletic programs be supported up to but not beyond the erosion of other programming. This is in keeping with the standards of the Southern Association of Colleges and Schools. Both programs should also be viewed within the scope of the total program design.
13. That a special study be made to assit band scheduling problems. In no case should a recommendation be made that will cause interruption to the large blocks of time in the core areas. An alternate schedule approach may want to be considered for one or two days per week.
14. That if staff reduction were to occur, the staff should develop program design priorities as guidelines. (Example: It is assumed that the interdisciplinary team is the first major focus of program design, etc.) These priorities will serve as clear guides to the central office and school principal.
15. That staff indicating a sincere desire to work in a traditional program be allowed to transfer at the first opportunity.

16. That all new staff employed at Brown clearly understand and support the program design and that these new staff be given an orientation to the program.
17. That orientation efforts with the feeder and receiver schools be continued and expanded where and when possible.

B. (2nd Year) 1975-1976 Recommendations

1. Clarify and define Entry and Exit points. This will insure standard application by all teachers and facilitate the evaluation process.
2. That the teachers be involved with the development of the third year Title III proposal objectives and evaluation design. This does not mean they should write the objectives. The intent of this recommendation is to give them the opportunity for full and complete input.
3. That care should be taken to insure children are not locked into ability grouping. Entry and Exit levels should provide for frequent review of student progress.
4. That there be no major program design changes by the central office during the third and final year of the program. This is a morale problem with teachers. When the teachers and staff were asked to give extra effort over a three year field testing of the Middle School Concept, there was an obligation to fully support them for that period of time. Naturally, population changes and economic conditions must be considered. However, the Committee was concerned that Brown was going to be treated equal when they had been asked to give unequal effort for three years. Major program changes should be reported in the new Title III proposal.
5. The Committee requested that total data be available for the third and final year. This should include answers for each written objective with supporting evidence. If possible, it is desired this be a packet for each team member.
6. Clarify the roles and responsibilities of the three project staff members. This is viewed important as the project phases out and control is assumed by the principal of the school.
7. Clarify misunderstandings by parents toward open education and individualized instruction. Some parent questionnaires indicated they did not really know what the question was asking. (One parent thought open education was outdoor education.)
8. Project staff should spend as much time working with all teams as possible.
9. Special attention should be given to curriculum scope and sequence as the program enters its third year of operation. Students should not repeat the same activity as a result of the lack of sequence (understanding between grades) planning in the curriculum.
10. If staff reduction were to occur at Brown, the staff should develop program design priorities as guidelines. These priorities should serve as clear guides to the central office and school principal.

11. That a final orientation be developed for the wrap-up of Title III for the staff and teachers at Brown. This should include the "we agree" type contract for the teachers and the projection of "what will happen" to them by the central office.

(3rd Year) 1976-1977 Recommendations

1. The 7th grade team needs reorganizational assistance.
2. The school needs to deal with parent and receiver school attitudes.
3. Consideration should be given to including exploratory and related arts in the student progress reports to parents.
4. Sequence problems should be discussed and solutions sought to maximize student growth in the 9th grade of the high school.
5. The exploratory program should be revitalized and to some extent sequenced for children at Brown. Four years is a long time and each grade should perhaps have a "magic kingdom" in exploratory yet unvisited by the children.
6. The school should consider recess periods for the 5th and 6th grades. They need free play and exercise, the experience of give and take and the opportunity to burn up energy.
7. The middle school concepts of team teaching, exploratory, related arts, etc. should be clearly protected in future scheduling, etc.
8. A student and faculty handbook/s are needed. This will help parents, students and teachers.
9. The intramural program should be reviewed. Orientation to these programs should include the high school coaches, parents, and children coming from feeder schools.
10. The Support Services Team should work to maintain and improve communications with the teaching teams. Special attention should be directed to the utilization of the counselor.
11. School wide planning opportunities should be made available to maintain full communication between teachers in the school. This is not intended to suggest that team planning should be minimized. It only suggests that both team and school wide planning opportunities are needed.
12. Additional playground area is needed for intramurals, exploratory, etc.
13. Team planning time at the beginning of school should be considered a high priority.
14. Clear definitions of discipline and classroom management should be communicated to parents. Sitting on the floor is not a discipline problem if it is within the management rules of your classroom.
15. Classroom interruptions should be addressed and if an actual problem exists, it should be minimized. This can be a greater problem in a middle school than a traditional school because of the lack of a master schedule.
16. Outdoor education, which is excellent, should continue to incorporate middle school concepts of leadership and equality in cottage assignment, etc.
17. Planning days during the school year should continue to be valuable to teacher teams.

18. A review and discussion should be made of open space utilization and misutilization. If open space is used as self-contained space certain problems should be expected and planned for by the staff and teams.
19. The school should consider summer programs for fun and enrichment. Fees can be charged to students and salaries paid from these fees. The summer program might be organized around a team organization. This might allow all new staff from throughout the school system an orientation opportunity to team teaching.
20. The total faculty of the school should review the three year Brown data, identify what they judge to be problem areas and discuss solutions within the middle school concept.
21. The student attitude test results toward teachers should be reviewed and discussed by the Brown faculty.

Special Suggestions For School Coordination

1. Present a PTA program at the feeder schools on the middle school concept. Use the slide and tape presentation developed by Brown. Let teachers and students from Brown be involved in this presentation.
2. Invite parents from the feeder schools 4th grades to special informal visits at Brown.
3. Send all 4th grade parents a special communication from the Brown principal to include welcome, what are we, what can we do for your child, and who to contact for information. Make them believe you care about their children.
4. Show the special slide and tape presentation of Brown to the teachers at Central High School. Let some of your teachers and students make the presentation, answer questions, etc.
5. Consider setting up a luncheon meeting twice yearly, or so, at Brown to include the principals of Brown feeder schools, the principal of Central, the presidents of the school PTAs (feeder and receiver) and the central office director of middle schools. Consider this same design technique for counselors, etc.
6. Develop a student handbook. Share this with the feeder and receiver schools.

Summary By The Evaluation Committee

The Evaluation Committee fully and completely enjoyed and was impressed with the program development at Brown Middle School. The evidence suggests Brown is a successful middle school program.

Future For The Program

The Hamilton County Board of Education has demonstrated a committment to the Middle School. A new building is being constructed for Ooltewah Middle School, the central office staff plans to follow up on recommenda-

tions by the Evaluation Committee with Brown during the fourth year of operation and the Tennessee State Department of Education has indicated interest in disseminating Brown program information state wide.

The Brown teachers and staff appear committed to the middle school concept and plan to address emerging problems during the fourth year of program operation. Because of staff changes, Brown plans to recycle many of the first year program activities such as "We Agree", etc.

SPECIAL ANALYSIS OF DATA

The authors reviewed the available school data, displayed it in a more visual manner and where possible, tests of significance were applied to the data.

The following is a presentation of the special analysis of the data.

Student Achievement Analysis

A. Analysis of Figure 1

Figure 1 graphically shows the achievement level and gain, in terms of grade level, of the seventh grade for each year of the three year period.

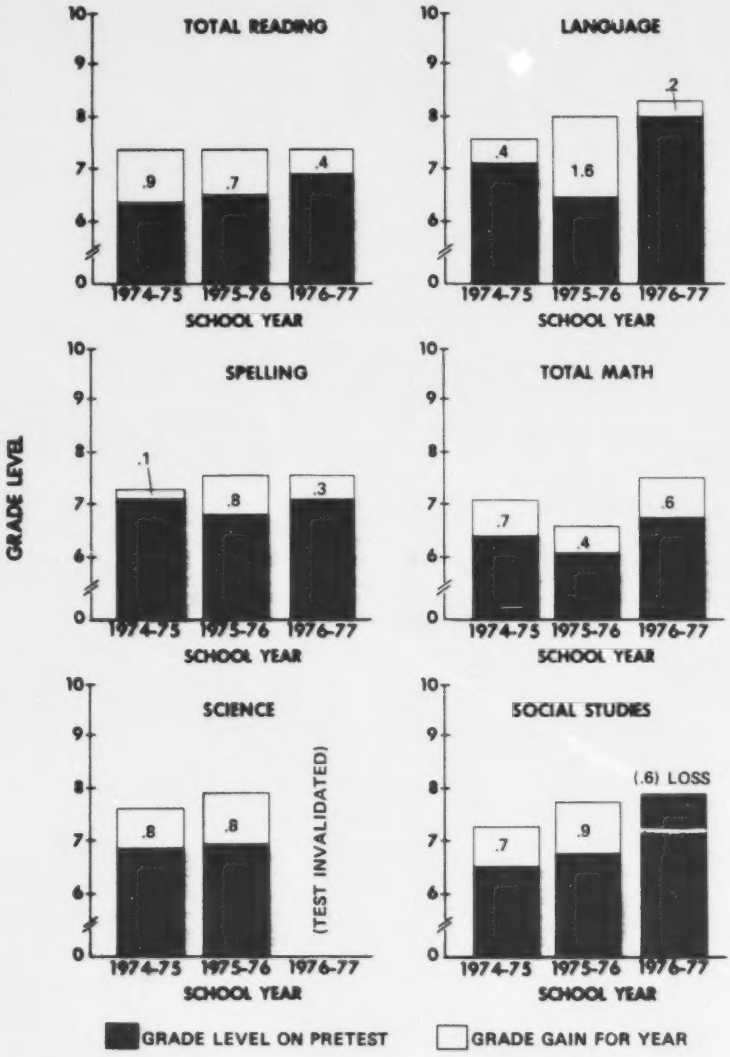
1. Over the three year period, only the seventh grade of 1975-76 achieved a grade level gain of more than one year and that only in the area of language.
2. The 1976-77 seventh grade lost .6 of a grade level for the year.
3. There appears to be no discernible difference in the grade level at the end of the year between the seventh grades in any subject area.
4. The 1974-75 seventh grade had experienced the middle school program for that year only, while the 1975-76 and 1976-77 seventh grades experienced the middle school program and environment the previous year as sixth graders. The exit point (grade level at the end of the year) of the two seventh grades that experienced two years of middle school was generally equal or greater than the exit point of the seventh grade with one year experience. Only the 1975-76 seventh grade in Total Math showed an exit point less than the 1974-75 seventh grade. This may be more significant in light of varied differences in entry points (grade levels at the beginning of the year).

Comments.

As a model in evaluating middle schools, similar data and figures should be collected from seventh grades of traditional junior high schools and comparisons made.

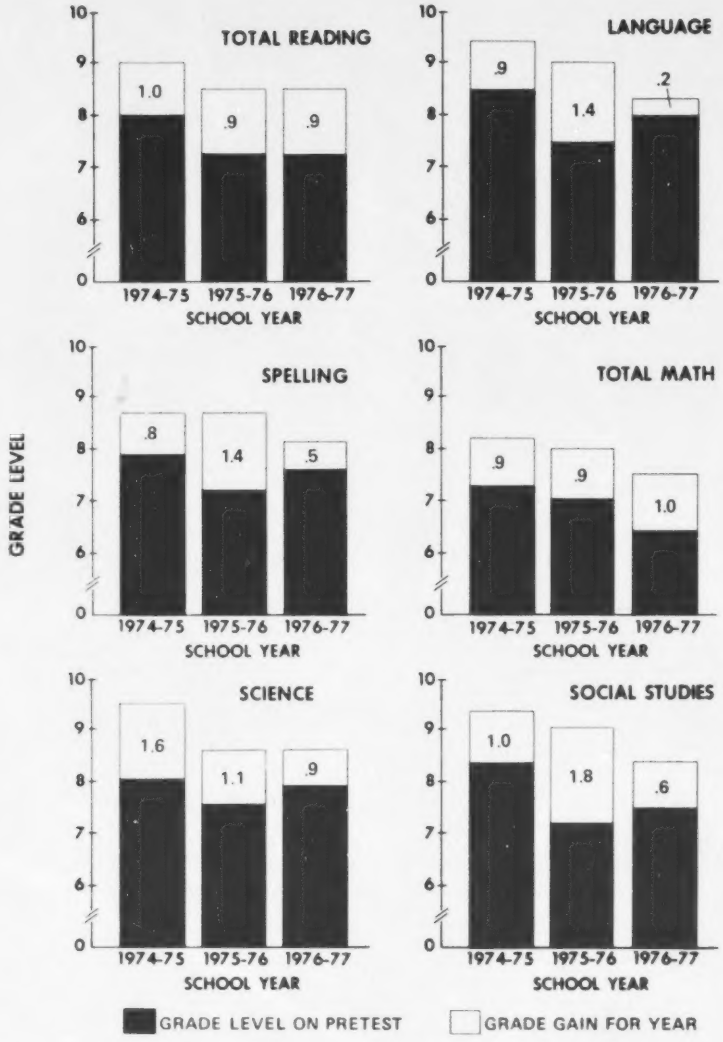
When a team is kept intact over a period of years, this type of data may also give a graphic picture of the success of the team in terms of achievement in a given subject area.

FIGURE 1



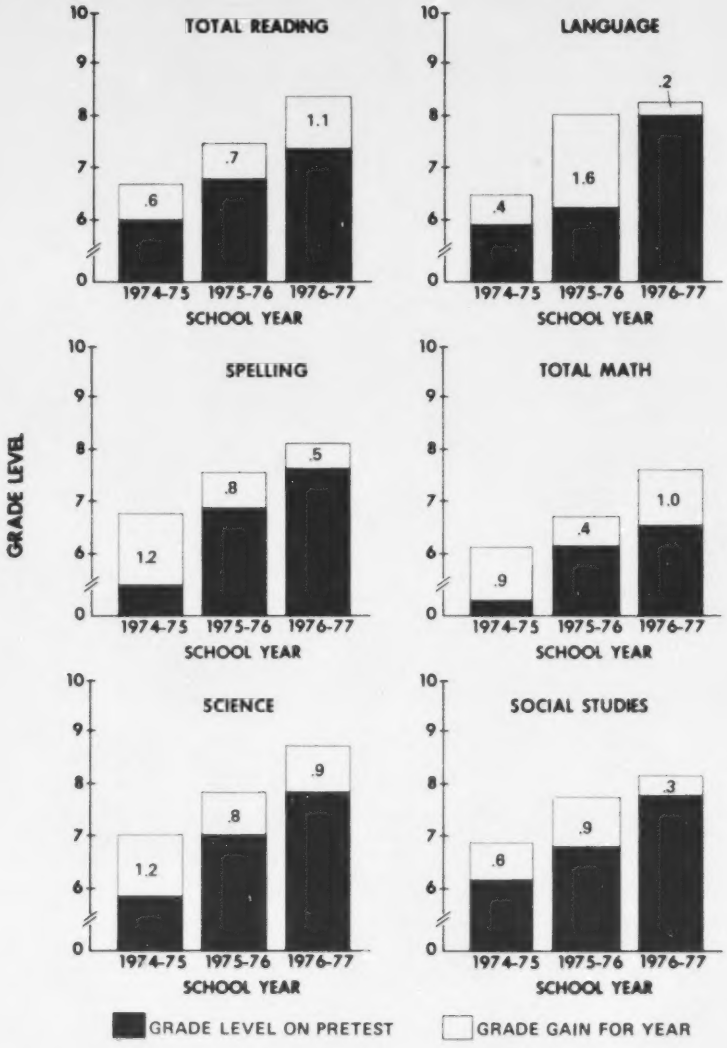
GRADE LEVEL AND GAIN BY
SEVENTH GRADE ON SUBTESTS OF
METROPOLITAN ACHIEVEMENT TEST

FIGURE 2



GRADE LEVEL AND GAIN BY
EIGHTH GRADE ON SUBTESTS OF
METROPOLITAN ACHIEVEMENT TEST

FIGURE 3



LONGITUDINAL GRADE LEVEL AND GAIN
ON SUBTESTS OF METROPOLITAN
ACHIEVEMENT TEST
1974-1975
6th Grade

B. Analysis of Figure 2

Figure 2 graphically shows the achievement level and gain, in terms of grade level, of the eighth grade for each of three year periods.

1. Most eighth graders achieved grade gains near one year in most subject areas.
2. The entry point of the 1974-75 eighth grade is greater in each subject area than that of either the other eight grades.
3. The exit point of the 1974-75 eigth grade is also greater or equal in each subject area than that of the other eighth grades.
4. Exit points of the eighth graders tend to decline for successive years in all subjects.
5. Also entry points tend to decline, but the tendency is not as consistent nor prominent as for exit points.
6. The 1974-75 eighth grade experienced one year of middle school environment, the 1975-76 eight grade experience two years, and the 1976-77 eighth grade experienced three years. The declining trend in number 5 above appears to be inversely related to the number of years in the middle school environment. On the surface this would imply the middle school environment had an adverse effect on achievement. However, by comparing exit points for each of the eighth grades with national norms, the decline appears to follow national trends.

C. Analysis of Figure 3

Figure 3 is a longitudinal look at the class of students which were sixth graders when Brown became a middle school in 1974-75 and shows their achievement profile through the three years of program operation, 1974-1977.

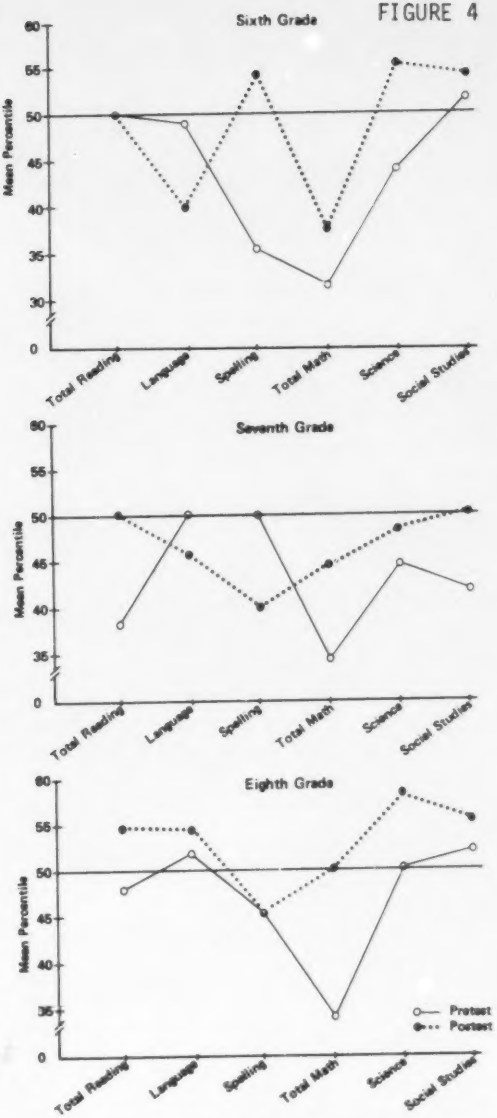
1. A steady and consistent growth occured in entry and exit points for each subject over the three year period.
2. The class finished their middle school experience above grade level in all subjects areas except Total Math.
3. The class failed to achieve an accumulative grade gain of three grade levels over the three year period for each subject. The greatest gain for the three year period was 2.9 grade levels in the area of science.

D. Analysis of Figures 4, 5 and 6.

Figures 4, 5, and 6 show the mean percentiles, by subject area, for the sixth, seventh, and eighth grades for the school year 1974-75, 1975-76, and 1976-77, respectively. The figures graphically show how the grades compare with national norms. Data for the 1975-76 sixth grade was not available.

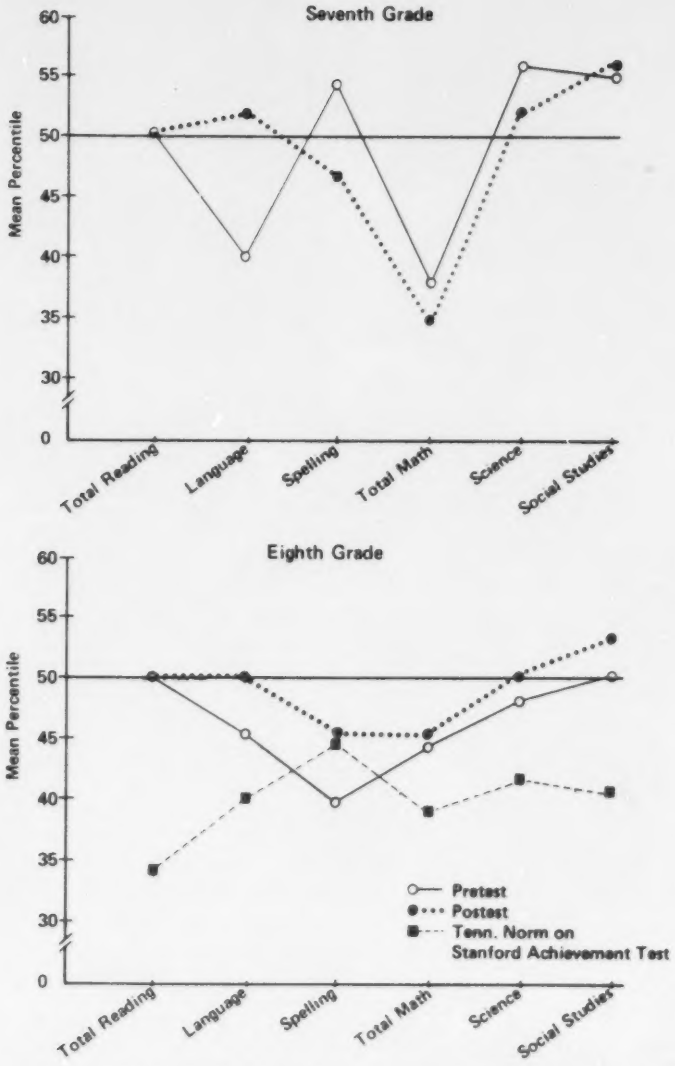
1. The postest scores for the 1974-75 sixth grade were greater than the 50th percentile for Spelling, Science, and Social Studies; less than the 50th percentile for Language and Total Math; and equal to 50 percentile for Total Reading.
2. The 1974-75 sixth grade did not lose percentile points in any subject area except Language.

FIGURE 4



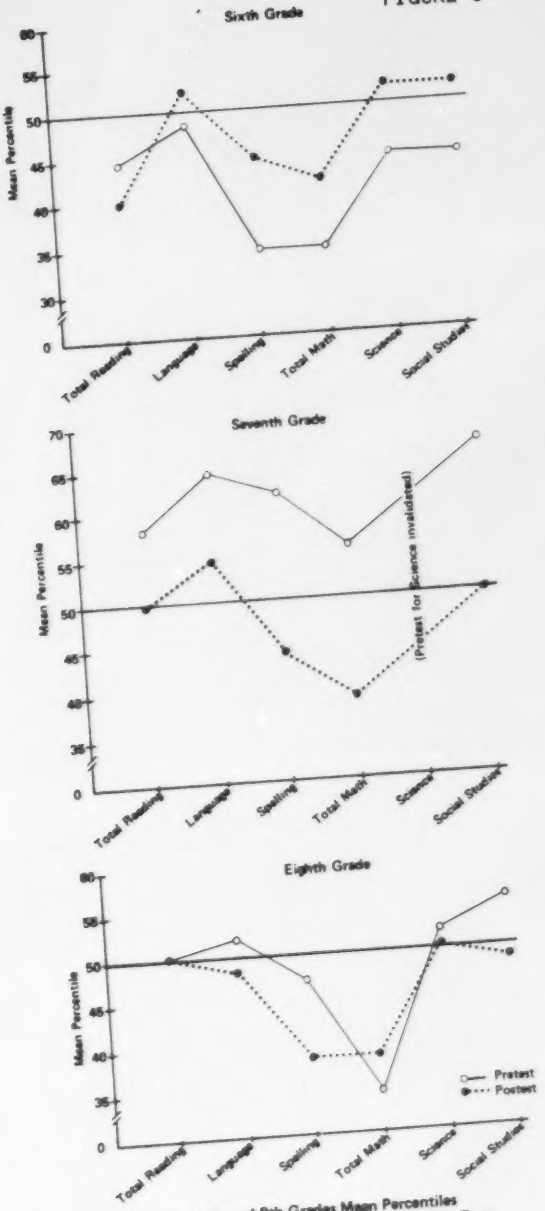
6th, 7th, and 8th Grade Pretest and Postest Mean Percentiles by Subtest on Metropolitan Achievement Test 1974 - 1975

FIGURE 5



7th and 8th Grade Pretest and Postest Mean Percentiles by Subtest on the Metropolitan Achievement Test
1975 - 1976

FIGURE 6



6th, 7th, and 8th Grades Mean Percentiles
by Subtests on the Metropolitan Achievement Test
1976 - 1977 71

3. The 1974-75 seventh grade lost percentile points in two subject areas and gained in four. All scores were at the 50th percentile or below.
4. The 1974-75 eighth grade showed percentile gains in all areas except Spelling which was no change. All areas were above the 50th percentile except Spelling.
5. The 1975-76 seventh grade showed losses in Spelling, Total Math, and Science; no change in Total Reading; and again in Language and Social Studies. The change was small in most subjects except Language which gained about twelve percentile points.
6. There was no loss in percentile points from pretest to postest in any subject for the 1975-76 eighth grade.
7. Most of the postest percentiles were close to the 50th percentile.
8. The Tennessee norm on the Stanford Achievement Test data is shown for the 1975-76 eighth grade. It was administerd at the beginning of the year and should be compared with the pretest scores on M.A.T. Figure 5 shows the 1975-76 Brown Middle School eighth grade percentile scores were greater than the Tennessee percentile scores in all subject areas except Spelling. The difference was six percentile points or greater.
9. Percentile increases between pre- and postest scores were shown by the 1976-77 sixth grades for all subjects except Total Reading.
10. Postests scores for the 1976-77 sixth grade were favorable (about 50th percentile or above) except in Total Reading and Total Math.
11. The 1975-76 seventh grade lost at least seven percentile points in each subject area between pretest and postest. This confirms the problems which the seventh grade team experienced for the 1976-77 year.
12. The 1976-77 eighth grade showed a pretest-postest gain only in the subject area of Total Math and this gain was slight and still very low when compared nationally.

Student Discipline Analysis

TABLE I-A
STUDENT DISCIPLINE

i(Year)	No. Students Referred, Xi	Enrollment Mi	Proportion Referred, Pi
1 (1973-74)	225	901	.250
2 (1974-75)	106	718	.148
3 (1975-76)	74	644	.115
4 (1976-77)	85	690	.123

Table I-A shows the proportion of students disciplined at Brown Middle School from 1973-74 (the year before becoming a middle school) to 1976-77.

This data was used to test the null hypotheses that there was no significant differences between the proportions of students referred to the office for discipline for any pair of school years for the four year period. Table II-A contains the summary of the statistical test of these hypotheses.

TABLE II-A
SUMMARY OF STATISTICAL TESTS
OF HYPOTHESES ON PROPORTIONS OF STUDENTS
REFERRED TO OFFICE FOR DISCIPLINE

Null Hypothesis	Z*	Significance
$p_1=p_2$	5.10	.01
$p_1=p_3$	6.75	.01
$p_1=p_4$	6.75	.01
$p_2=p_3$	1.83	N.S.
$p_2=p_4$	1.39	N.S.
$p_3=p_4$	-.44	N.S.

*A pooled estimate of p was used.

Analysis

1. The number of students referred to the office was significantly higher for 1973-74, the year before becoming a middle school, than for any of the years after becoming a middle school. The significance was at the .01 level in each case.
2. There has been no significant change in the proportion of referrals since becoming a middle school.

Conclusions

The number of students referred to the office for discipline reasons decreased when the school changed to a middle school.

Reasons:

(a) Perhaps the ninth grade had the larger proportion of problem students and this was removed with the change.
(b) The middle school concept of individualization may create motivation and interest in the student, thus decreasing the discipline referrals.
(c) Since each member of a team gets to know the students and since the team works closely together, they can react to the child's behavior and correct it before the problem reaches the referral stage.
(d) Group discussion between a team and a problem student may be more effective than the traditional one-on-one situation.

Analysis of Student Attendance

TABLE III-A
ANALYSIS OF VARIANCE ON STUDENT
ATTENDANCE BETWEEN SIX SCHOOLS

Source of Variation	SS	df	M.S.	F-Ratio
Between	54.40	5	10.88	1.36
Within	288.00	36	8.00	
Total	342.40	41	----	----

Conclusions

Using the student attendance data from the study, an analysis on variance was performed to determine if there was a significant difference among the six junior high schools and middle schools. Table III-A summarizes the results of the analysis of variance. The F-Ratio of 1.36 is not significant at the .05 level. Thus one can not statistically conclude that student attendance was higher at Brown Middle School than the other five schools listed. However, when the actual attendance was reviewed Brown compared favorably with the other middle grade schools of Hamilton County.

Parent Questionnaire Analysis

For each item of the parent questionnaire, the proportion of parents who responded favorably in 1975-76 was found and is indicated by p in Table IV-A. Like the sample proportion was found for 1976-77 is indicated by p in Table IV-A. A statistical test was made of the null hypotheses that there is no significant difference in these two proportions for each questionnaire item. Table IV-A contains the summary of the statistical test.

Conclusions

1. Opinions of parents on the middle school concept have significantly decreased, although still over 50% of the parents reporting were favorable.
2. Opinions of parents on the usefulness of the exploratory program have significantly decreased although over 50% of the parents responding were still favorable.
3. Opinions on the other items did not significantly change.

PARENT QUESTIONNAIRE
TABLE IV-A
SUMMARY OF STATISTICAL TEST
OF CHANGES IN PARENT OPINION
ON ITEMS OF PARENT QUESTIONNAIRE

Questionnaire Item	1975-1976 Proportion of Favorable Responses P_1	1976-1977 Proportion of Favorable Responses P_2	Z for Hypothesis $P_1 = P_2$	Significance
1	.71	.52	3.58	.01 level
2	.88	.81	1.75	N.S.
3	.74	.76	-.426	N.S.
4A	.61	.56	.926	N.S.
4B	.43	.38	.926	N.S.
5	.80	.69	2.29	.05 level
6	.72	.74	-.417	N.S.
7	.59	.54	.926	N.S.
8	.72	.76	-.417	N.S.

Analysis Of Other Data

The other data in this study did not lend itself to clear statistical analysis. However, it is believed the data included in this report can be useful as an evaluation design model in future studies. It can also serve as a limited basis of comparison for other middle schools.

The data also suggests certain characteristics of a middle school.

GENERAL SUGGESTIONS
FOR NEW MIDDLE SCHOOLS

The following general suggestions are presented for those planning to start a middle school program. These suggestions are an outgrowth from the Brown Middle School program and staff.

Middle School Suggestions

1. A teacher team organized with too many students may likely wipe out many advantages of the teaching team such as knowing the students, dealing with student problems, etc. This size problem may begin to appear when a team has more than 160 students.
2. Open space may present team problems if it is used for traditional programs and traditional organizational patterns.
3. Open space may also present team problems if the space is over crowded.

4. The pupil-teacher ratio of a middle school should be figured by the central office without including the related arts team, if it is at all possible.
5. Local school board commitment to a new program is needed before starting. Unequal time and energy required for a new program does not deserve equal treatment during the start up or change period.
6. One year of pre-program planning is considered desirable when changing to a middle school program.
7. A "We Agree" process should be used with the teachers and staff to identify fundamental middle school concepts of the school. All program, organizational and operational decisions should then support the middle school concepts agreed to, rather than dilute or conflict with them.
8. Program and course sequence problems should be considered and planned for between the new middle school and the high school. Example: What does the high school do with a second semester 1st year algebra student in the first semester of the 9th grade?
9. Student progress reporting should reflect stability to parents during periods of program change. It is recommended a dual system (old and new) be utilized during the first year or so of program change. This will also give the faculty time to develop a more descriptive reporting system.
10. Teacher teams should be involved in schedule building. This will be more meaningful and productive during the second year of program operation than the first year. However, first year input from teachers can be constructive.
11. Central office instructional support is needed for the middle school.
12. Vested varsity athletic programs may pose problems with booster clubs, coaches and parents. These problems need to be expected and planned for when the school increases intramural programming and decreases varsity athletic programming.
13. TSSAA (Tennessee) certification of 8th graders may cause problems with intra/inter-mural competition with other middle grade schools in the system.
14. The development of all teaching units into permanent hard back guides is unnecessary and perhaps a waste of money. Units will be changed almost with each usage. Examples of units, but not all units, should be part of the school's permanent collection.
15. Store bought teaching units are generally useful as examples except when a specific teaching program is used (S.R.A., etc.)
16. Teachers not desiring to teach in a middle school should be given the opportunity to relocate within the school system.
17. School data should be collected and carefully reviewed by the teaching teams. If program change is to be attempted, one should seek to find out if it made a difference. This will also serve to point out problem areas.
18. Team leaders should be temporary the first year or allowed to emerge on their own. A poor choice in a team leader will cause the team to malfunction and may be difficult to correct.

19. Parents should be fully, frequently and honestly communicated with on program changes. Various techniques should be used to communicate.
20. Extra cost should be expected for materials, minor physical changes, staff assistances, tests and inservice training. Extra time should also be expected for program implementation by the staff and teachers.
21. Clarify for parents classroom management rules in the new program. A child sitting on the floor is not a discipline problem if it is within the classroom management practices of the team/school.
22. Allow teaching teams to emerge in different ways and at different speeds. However, clear and minimum goals should be establishe for all teams with constant progress feedback.
23. The exploratory program will demand planning and preparation time on the part of all teachers. It will also need coordination, a budget and evaluation. It should be reflected on the student progress report to parents.
24. School wide interruptions may be a greater problem in a middle school than in a school with a clear master schedule.
25. Staff and team stability is desirable for the early years of program evolution.
26. Related arts and support personnel in the school may need special consultant assistance to rethink and blend their roles into the new program.
27. Praise and other reward devices are important reinforcement techniques. However, they will not work without full administrative support. "Psychic space" must be provided to the staff by the central office and the principal.
28. For a teaching team to be successful, it probably needs the following:

    A. Planning time together and with others.
    B. A general philosophical agreement on what and how they are to operate.
    C. Flexibility to control their team schedule during a given block of time.
    D. The correct team leader.
    E. The willingness and ability to reorganize a team if problems develop.
    F. Freedom from threat of failure. (Must have room to experiment).
    G. In-service time together.
    H. A balance in team membership skills.
    I. Support assistance (money, aides, etc.)
    J. Input in the selection process of new team members.

. Attempting to do more than can reasonably be accomplished in the time available will probably minimize the success of the program.
30. Stop and evaluate your efforts at established time intervals. It is usually too easy to get lost in operational details.

31. Finally, don't forget skill development and communications. If a person or team needs "how to" help, move to help them as quickly as possible. Communication, "finding out," is very important in the total process of new program development. The areas of "skill needs" will emerge with the program development.

For Information On Brown Middle School

For information on the Brown Middle School program contact:

Mr. Delbert Hale (or)
Mr. Jerry Bentley
Brown Middle School
Highway 58
Harrison, Tennessee 37341
ph. (615) 344-8316

Evaluation Model Suggested

The data catagories in this study are suggested as a basis for an evaluation design model for future studies of middle schools.

Conclusions

The data in this study generally supported the hypotheses that Brown Middle School was equal or better in performance for the catagories studied when compared to the former Brown Junior High School and to the other current middle grade schools in Hamilton County.

The data in some of the catagories studied did not lend itself to statistical analysis. Where the statistical analysis was possible, some of the analysis did not show significance at the .05 level. However, the data that was collected tended to generally favor the middle school concept.

In summary, Hamilton County has demonstrated the successful operation of a middle school at Brown for the years 1974-1977. The success of this program leads the writers to conclude that this was and is a viable program alternative to the traditional junior high school.

APPENDIX

Exhibits of School Materials

A

RELATED ARTS SCHEDULING

BROWN MIDDLE SCHOOL

HAMILTON COUNTY, TENNESSEE

To improve related arts scheduling at Brown Middle School, the related arts team has devised a simple but effective plan which permits all sixth and seventh grade students to participate in each phase of the related arts program for several weeks during the school year.

The number of weeks in the school year is divided by the number of related arts instructors to obtain the number of weeks a student will spend in each related art.

> Number of weeks in the school year ÷ number of related arts instructors = number of weeks each student spends in each related art area.

The number of student groups for a given grade is equal to the number of related arts instructors for that grade.

Number of student groups = number of related arts instructors.

The number of students in the grade is divided by the number of related arts instructors for that grade to determine the individual class size.

Number of students in grade ÷ number of related arts instructors = class size.

Throughout the entire year the students alternate physical education with whichever related art they are currently involved. Each student receives 2 1/2 hours of physical education instruction per week and 3 3/4 hours of related arts instruction per week.

At Brown the master schedule allots 1 1/2 hours per day for Related Arts/Physical Education.

The above schedule provides release time for the related arts instructo to meet and plan with basic skills teams.

A fundamental problem in middle school scheduling is often the area of band. A common criticism is that not enough time is provided for students to make satisfactory progress learning their respective instruments. Another problem is that band students are often excluded from all <u>other</u> related arts activities.

At Brown, the Band Director teaches General Music one day per week to a group of students who are currently enrolled in a related art such as typing. At the same time the typing teacher presents a concentrated unit to the students enrolled in band. Frequently an outside assignment

is given in this related art which the band students are taking once a week. In essence the Band Director exchanges students one day per week with a related arts instructor. During the course of the year each related arts instructor is involved in this exchange, and therefore each band student is exposed to each related art.

In the eighth grade students take an elected related art for an entire semester. Students may elect band or chorus for an entire year.

B

SUGGESTIONS FOR INTERDISCIPLINARY UNITS

(1) There will be no set time during the school year for these units.

(2) The number of units can vary according to teams, depending upon feasibility of material. Each team should strive to plan and implement at least three interdisciplinary units.

(3) There will be an emphasis school-wide on the Bicentennial Celebration--possibly in the spring. A Bicentennial committee will be appointed to coordinate these units and activities.

(4) There will be a coordination of interdisciplinary teaming by individual teams.
   a. All five disciplines involved
   b. Two or more disciplines involved.

PHYSICAL EDUCATION

Scheduling of particular physical education classes will be done by entire related arts team allowing a maximum amount of flexibility for related arts classes and physical education classes. There was also a discussion of a physical education budget and the role of physical education in the intramural program.

Specific plans were not made because the entire related arts team was needed in order to finalize any suggestions.

C

PARENT PARTICIPATION IN EXPLORATORY COURSES
BROWN MIDDLE SCHOOL

Dear Parent,

One of the major objectives, and we feel a very necessary part, in the Middle School Concept is the involvement of parents in program areas. We are inviting parents to join with us in providing as rich an experience to the children as possible in our exploratory courses. These courses are requested and chosen by students and are therefore high interest areas. We feel that many of the parents with training and valuable background experiences in some of these course areas would be of great help in presenting the concepts in new and different ways.

Attached is a list of the exploratory courses, selected by the students for the next session. Each of our regular classroom teachers will be responsible for teaching one of the courses. Any addition of parent and community resources which can be utilized are greatly encouraged and very much appreciated. The courses will be taught each afternoon from 2:15 to 2:55 p.m. on either a 3 or 6 week basis as indicated beginning January 6, 1975.

If you feel that you can help us, please return the attached form as soon as possible and you will be contacted as plans for the courses develop.

Also we are planning to introduce the children to at least two vocational areas each year as a part of their exploratory experience. Parent support and participation will be expecially needed in this effort. Also please indicate if you would be interested in helping us present certain vocational areas to the children. The vocational session will take place during the last week of February at the regular exploratory time--2:15 - 2:55 p.m.

Thanks for your concern.

D

PARENT PARTICIPATION IN EXPLORATORY COURSES

Please return by December 13, 1974

Parent's Name_____

Phone Number_____

Please indicate if you could participate in any of the exploratory courses listed below.

(1) Course(s):_____

_____

(2) Day(s) available:_____

(3) Special equipment/supplies needed:_____

_____

(4) Other comments:_____

_____

_____

If you are interested in helping to present a vocational area or a certain job skill to the children, please indicate.

Vocation_____

TENTATIVE EXPLORATORY COURSES

Archery
Tennis
Introduction to art
Cooking
Soccer
Mechanics
Gymnastics
Yoga
Billiards
Baseball
Skating
Chess
Cartoon drawing
Motorcycle safety
Candle making
Roller derby
Film & Filmstrips (Don Knox-Three Stooges)
Plaster art
Bread dough art
Drug education
Archaeology
Fishing
Public Speaking
Horseback riding
Industrial arts
Painting
Swimming
Football
Outdoor activity
Karate
Zoology
Dancing
First Aid
Typing
Aeronautics
Girls wrestling
Weightlifting
Badminton
Pottery
Cards
Pillow smoking
Transfer art
Math games and puzzles
Dramatics
Model rocketry
Decorating your bedroom
Glass cutting
U. F. O. research
Skeet shooting
Car racing
Shuffleboard
Tye-dying
Choral singing (grade 6)
Basketball (grade 6)
Stamp collecting
Motorcycle Mechanics
Carving (wood or soap)
Leather crafts
Oil painting
Sketching
Tap dancing
Flower arranging
Puppetry for fun
Safety pin jewelry
Tissue paper art
Soap box cars and racing
Rook
Track and field

E

BROWN MIDDLE SCHOOL

February 3, 1975

We wish to enlist parents and community volunteers to be involved in helping us present an enrichment experience to the children in our school. We would greatly appreciate your participation in the career development and exploratory programs for them.

We are asking you to consider the following questionnaire and let us use the information requested in a community resource file of willing parents and community persons. You may wish to come to the classroom, offer your business for a visit by the class, or just oe willing to share some of your career information with us in another way.

Name_____

Address_____

Phone--Home_____ Business_____

Name of Company_____

Title and brief role description_____

_____

_____

Other skills, interests, hobbies_____ _____

_____

Would you be interested and willing to:

_____(1) Come to a classroom and discuss your career or another skill area?
_____(2) Offer your business of job area for a frief visit by the class?
_____(3) Help us in obtaining information about career and skill areas?

Do you know of any other persons who might be interested in helping us in this effort in any way?

Name_____

How to contact them_____

F

EXPLORATORY

(1) Limited use of gym--athletic type of activity, basketball, gymnastics, volleyball (outside), target shooting, badminton (outside), ping-pong.

(2) Operate on a four day week--1 day for activity.

(3) Registration for exploratory will be held during the first week of each quarter. This will also give the teachers time for preparation.

(4) An exploratory committee will be set up with a team member from each team. A chairperson will be selected.

(5) A study time will be operated for those students who do not participate and those who are disruptive; also for those who need extra study time.

Students may choose plan A or B.

(A) 8 weeks--meeting 4 days a week--whole quarter.

(B) 8 weeks--Monday and Wednesday or Tuesday and Thursday--2 courses may be taken. Teachers can teach 2 separate exploratory courses or they may teach the same exploratory class. Band students take plan B.

1st quarter registration by teams--the committee person will be responsible in a particular team.

EXPLORATORY STUDENT
RECORD SHEET

No. _____

NAME _____
Last

HOME BASE TEACHER

6 _____

7 _____

8 _____

	SIX	SEVEN	EIGHT
1st			
2nd			
3rd			
4th			
5th			
6th			

87

H

CONSULTANTS
1975-76

Dr. Jerry McGee of Middle Tennessee State University has served as continuing consultant for the project for the past two years. He participated in the middle school workshop conducted August 11-August 22 and returned to Brown on November 17 to assess progress of the program. On February 26, Dr. McGee met with the Title III staff to plan for the annual evaluation.

Dr. Robert Krajewski of Texas Technological University served as a consultant during the August workshop. He worked with teachers on independent study techniques, value clarification, and individualization.

Mrs. Rose Kidd served as a special math consultant two days during the school year. One of these days was spent with individual teachers, while the other involved a math planning day with emphasis on individualizing math.

Dr. Gene Wiggins of UTC served as a consultant for the gifted education program.

Mr. Cecil Teague, coordinator of gifted education in Decatur, Alabama, served as a consultant for the gifted education program. This workshop was conducted for the support services team and middle school staff.

Ms. Mona Bannerji, consultant from Silver-Burdett Co., visited the sixth grade science class.

Consultants will be used in March and April to assist teams with planning for the outdoor education experiences in May.

Dr. Robert Krajewski will present "Identification of Effective Teaching Techniques" at a workshop on March 18, 1976.

Dr. Ross Campbell will serve as a consultant on April 1, 1976, for a workshop session on "Why Aren't Students Motivated?"

BB

BROWN MIDDLE SCHOOL

CURRICULUM DEVELOPMENT 75-76

Part I - Guides and Units

Presently, Brown Middle School has developed curriculum guides for related arts, language arts, reading, math, and social studies. The science curriculum is now being typed.

During the teacher-release planning days, teachers have worked keeping the following goals in mind:

1) Review the developed guides by grade level
2) Development of a scope and sequence for that content area
3) Refine units written last year
4) Identify additional units to be taught
5) Write up the identified units
6) Share ideas for new activities on various levels
7) Code entry-exit levels in units for subjects where applicable.

Approximately 20 new units have been written and added to the guides this year.

Part II - Interdisciplinary Units

1. Each team averaged planning and implementing at least two interdisciplinary units so far this year.
2. Some teams revamped units from last year.
3. Many culminating activities for the units resulted in school-wide student participation.
   a. Related Arts Christmas program
   b. Red, White, and Blue Day
      (Culminate Bicentennial Unit)
   c. Outdoor Education (3 teams)
4. Team culmination of units included:
   a. Displays of projects in Materials Center
   b. Field trips
   c. Special programs presented to the entire team
   d. Math Fair
   e. Pioneer Day
   f. Roaring 20's Day
   g. The Fifties Day

Part III - Teacher-made Materials

1. Slide presentations (mainly social studies area)
2. Teaching bulletin boards (learning center)
3. Teacher-made LAPS
4. Learning Center Activities
5. Teacher prepared cassette tapes
6. Teacher-made materials from old textbooks, workbooks, etc. prepared into special packets or kits.

Part IV - New Learning Activities

(See handout)

Part V - Independent Study

Independent Study this year has been an extension of the regular curriculum. Open-ended activities are encouraged to allow study of in-depth problems related to specific units. There is not a specific amount of time set aside for the independent study. (See the developed guidelines for independent study.)

Part VI - Multiple Entry-Exit Levels

(See handout Multiple Entry-Exit.)
There has been an attempt to correlate these levels with the report levels. These levels are identified within the units in several areas of the curriculum guides.

Part VII - Content Areas

1. Social Studies - This area is mainly taught by units. The multiple entry-exit level concept is interpreted differently. Individual students are provided for within the unit structure. Low-level materials, tapes, etc. encourage the low-level learner while open-ended activities challenge the accelerated student.

   This method provides for more group interaction on a common topic, and affords an opportunity for team-wide culmination of the experience.

2. Science - Two new individualized science programs are being implemented this year. (The Level 3 ISCS in the eighth grade and SPIES - a field-trial test for Silver-Burdett in the sixth grade)

   The other 3 science programs are generally implemented in much the same as the social studies by units.

3. Math, English, Reading - These skills areas of the curriculum lend themselves more readily to the multiple entry-exit idea. Teachers have coded these levels in the guides.

   On two teams, all the teachers team to teach reading. Sixth grade has a reading teacher on the team. On two teams the language arts teachers cover this area.

MEMORANDUM

J

TO: BROWN MIDDLE SCHOOL FACULTY
FROM: CAROLYN EDLUND
RE: CURRICULUM PROGRESS
DATE: FEBRUARY 10, 1975

During the teacher release work days of February 3-7 much progress was made toward our goal of a written curriculum for Brown Middle School. In making plans and setting future goals, each group also planned toward meeting the objectives of the Title III proposal.

The co-operative attitude of all teachers was outstanding. It takes all of us pulling together to make our program a success. You have completed many important tasks, as the report below indicates. Please remember that each subject area has taken a different approach, therefore one area cannot be compared to another. I appreciate the excellent co-operation you have given me, and I look forward, as you do, to a compilation of our total efforts.

READING

The reading teachers have selected a checklist of reading skills. It was decided by the group to divide the reading curriculum into 3 areas; vocabulary, comprehension, and word attack skills. A committee of teachers selected the area they wanted to develop, and set February 10 as their goal for completing the units. Teachers shared many new ideas and helped each other with activities during the day. Many learning activities have been developed for reading this year. Another committee is in the process of developing a student skill checklist to determine student progress and placement for next year.

LANGUAGE ARTS

The language arts department has set up objectives for the total language arts program. By dividing up the essential skills, the teachers will know at which grade level to introduce or emphasize basic language skills. Teachers have identified entry and exit points for some units. Many learning activities have been developed on grade-level for the purpose of sharing with cross-grade level teachers. Twenty-two units have now been completed. Approximately ninety sets of learning activities have been developed this year to support these units. The proposed date for the completion of all planned units is April 15.

SCIENCE

The science department had a consultant from Harcourt Brace Co. to demonstrate the use of some new materials and activities available for an individualized science program. The teachers have identified units taught at each grade level. In some cases minor changes were made to avoid overlapping. Continuous updating will be necessary. The science teachers have set February 20 as the deadline for completing 10 additional units of study. On these units multiple entry and exit points will be identified. Each grade level will co-operate in developing at least one additional mini unit for the science area. Numerous learning activities have been developed for science study this year.

MATH

The math department has now established definite goals for the overall department. In addition to this, the total curriculum for each grade level has been defined. Many learning activities have been developed. Mini units for independent study activities were reviewed and prepared for typing. Everette O'Neal, Math Supervisor, met briefly with the group. Teachers discussed and made plans for continuing curriculum development. The sharing of ideas and the enthusium of the teachers made this a profitable experience for all involved. It was decided that the teachers would complete by March 5 the units now being written.

SOCIAL STUDIES

The social studies department has now completed 20 units which are ready to be typed. They have set February 28 as the date for completion of other units now being written. The social studies department has developed 4 mini units. Entry and exit points have been identified on some units, and a general statement will be written in regard to other units. Many sets of learning activities have been developed this year to support units.

RELATED ARTS

The related arts department will have a release day on February 13. They are in the process of planning an interdisciplinary unit centered around American Music. They are also developing a written curriculum for the related arts department.

K

STUDENT INVOLVEMENT

(Example of School Report)

Brown Middle School has had a better quality of student involvement in that more opportunities for students to exhibit talents and abilities have been provided this year.

Listed below are various programs and opportunities for group and individual efforts to be presented.

1. Unit on settlers moving west (3 week interdisciplinary unit)
   Culminated on Pioneer Day (3:30 p.m. - 8:00 p.m. after school hours)

   Student Activities:
   A. Prepared "pioneer" food for supper
   B. Chopped wood to build bonfire
   C. Participated in "pioneer" games: relay races, apple bobbing, square dancing, sack racing
   D. Story telling around campfire

2. Our Daring Decades (closed circuit TV presentations made weekly on a bicentennial theme)

3. Discrimination Unit
   A. Students wore arm bands (on 2 different days) to show to which group they belonged. Students sat in special places in the cafeteria, went to different rest rooms, water fountains
   B. Restaurant skit on prejudice

4. Roaring 20's Unit
   Culminated in Roaring 20's Day
   Student activities:
   A. Silent movie (produced by students)
   B. Ragtime band
   C. Learned the Charleston from dance instructor
   D. Fashion show featuring dress of 1920's
   E. Slide presentation (documentary of 20's by students)
   F. Reproduction of an authenic 1920's newspaper with special attention to charts and graphs (Math)

5. Invention display (student made turn-of-the-century inventions)

6. Geometric Fair (student made projects to culminate unit on geometry)

7. A study of the economics of the civil war
   (student made posters and graphs depicting economic conditions before and after the war)

8. School wide spelling bee

9. World of Construction Program (Industrial Arts) Student do "hands-on" projects

10. Student made litter barrels and posters throughout the school

11. Student made Tennessee State flags

12. TV appearances (3 separate occasions) of 7th and 8th grade team members to tell about various team activities throughout the year

13. Liaison Committee (teacher-student committee to provide input and communication between faculty, administration, and students)

L

MEMORANDUM

TO: Brown Middle School Teachers

FROM: Henry Colston

DATE: February 25, 1975

During exploratory April 7 - 25, 1975, the following career areas will be made available to the students who will have had an interest inventory to determine their broad areas of interest.

Nursing----------Clemons
Health Services-----Hartman
Journalism ---------Beard
Commuters ----------Snider
Sales --------------Rodgers
Education-----------Hughes, Edlund
Law Enforcement ----Friel, Grant
Agriculture---------Malone, Colston
Transportation------S. Davis
Engineering --------Rutledge, Crawford
Community Service---Jones
Food Service--------Shaver
Graphic Arts--------Bruner
Careers in Armed Forces----------Monroe
Government Service--Boals
Interior Decorating-Highlander
Careers in Music ---Dugan
Supermarketing------Sparks
Social Work----------Blankenship
Fashion & Textile ----------W. Grant
Conservation----------Dryman
Leisure Time Industry----------Salstrand
Show Business----------Middleton
Public Utilities--------Schorsten
Business Office Skills----------J. Davis
Beauty & Fitness--------Baird
Non-traditional careers for women----------Wilson, Watson
Banking and Insurance----------Kidd
Electronics----------McKinney, Atchley
Law----------Thompson
Recreation----------Smith

Lewis ----------Sixth Grade
Williams----------Sixth Grade
Dunn----------Sixth Grade
McGovern----------Sixth Grade
Hullander----------Sixth Grade
Hulgan----------Sixth Grade

The classes, with the exception of the sixth grade, will be limited to about 18 - 20 students. Those classes having two teachers will probably carry about 30 - 35 students and should divide into different areas within the career field, if possible, after the first few initial class periods.

M

CAREER EDUCATION AT BROWN MIDDLE SCHOOL

Brown Middle School, during the two week session from April 7-18, 1975, is offering to the students an opportunity to explore the various career fields. Included in this experience are introductions to thirty-two broad career areas. Exposure to careers in this age group is largely concerned with exploration and not preparation for any specific career group. Several examples of fields explored are: engineering, electronics, construction, agriculture, public utilities, community services, health and nursing, law enforcement, food services, and many others.

Students are grouped for these areas according to their indication as to very broad interests. The groups include common interests in outdoor experiences, working closely with people, dealing with accounting and business office skills, and various interests in the artistic areas of designing, drama, and journalism. Also included are areas in scientific, mechanical, and technical fields. In each of the fields there are offered many various possibilities for student exploration. Students will take a look at skilled and unskilled jobs, areas requiring definite amounts of educational preparation, and others requiring certain personality development.

The approach will be implemented by individual teachers in large and small group experiences. Many different audio-visual media will be employed. These consist of films, filmstrips, audio-tapes, and other materials on careers.

Included in the approach are first hand experiences as presented by some fifty to sixty volunteers, who have agreed to come and share field trips have been scheduled to different industries and places of business in the Chattanooga area.

The career experiences outlined here will be largely implemented in the 7th and 8th grade classes as these students represent the "exploratory" stage of career development. The 6th graders, who are classified in the "awareness" area of development, will have learning experiences in a team approach including all the sixth grade teachers participating. The teachers will be presenting the "world of work" and such ideas as "why people work".

This opportunity for students to explore these career fields will enable them to make more valid choices when the time comes for them to prepare themselves for definite careers.

N

WEEKLY TEAM SUMMARY

TO: Team_____ Date of Report_____

FROM: Delbert Hale

Please fill in the following summary and send to the office by the end of the week. Any comments concerning the total school program would be appreciated.

MONDAY_____

TUESDAY_____

WEDNESDAY_____

THURSDAY_____

FRIDAY_____

COMMENTS_____

_____
Team Recorder

BROWN MIDDLE SCHOOL

SUPPORT SERVICES TEAM RESPONSIBILITIES

Assist in the development of student case studies.

Identify, and provide counseling for potential dropouts. Assist with curriculum to meet their needs.

Administer tests as scheduled by system or as needed by individual students.

Record test results, health records, and social work contracts and interpreting them to appropriate persons.

Regular meeting of team members with instructional teams.

Report to administration and teaching staff areas of weaknesses indicated by testing results and suggest methods for program modification directed toward improvement.

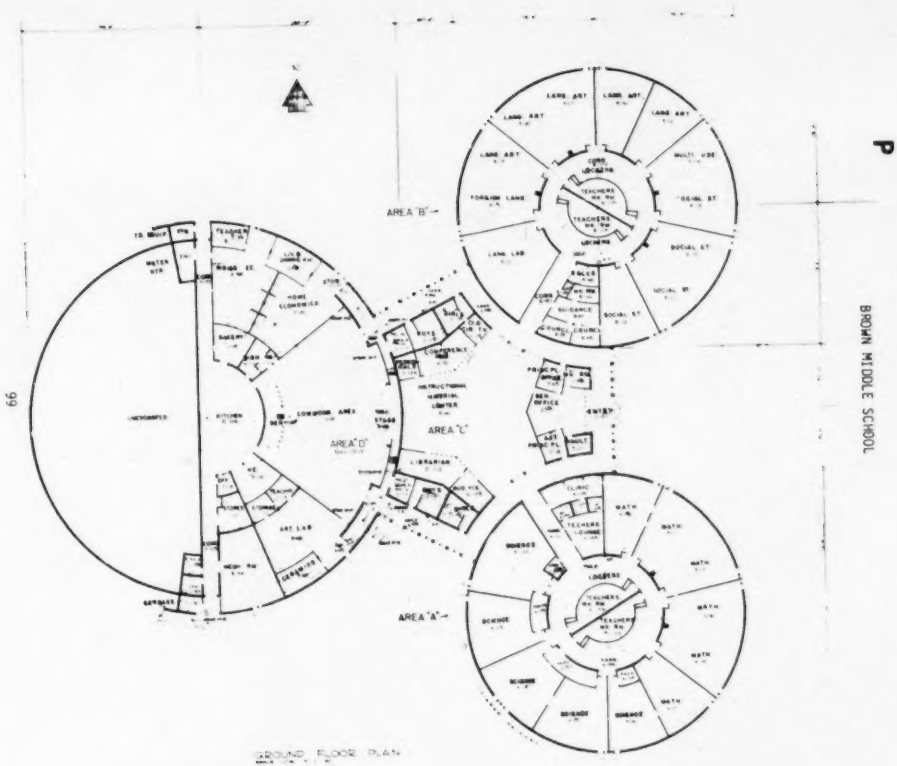
Provide a program for counseling services directed toward preventative rather than treatment measures.

Acquaint staff members with community services and procedures for referring students to these sources.

Provide a program of parent and community involvement acceptable to students, staff, and parents, and serve as a communication link between school and home in making known concerns and needs.

Aid in assessing the needs of exceptional children and assist in writing programs for them.

Maintain records required by the evaluation process.


AREA "B"
AREA "C"
AREA "D"
AREA "A"
BROWN MIDDLE SCHOOL
GROUND FLOOR PLAN